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ABSTRACT

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 6 level with suggestions for introducing career education into the curriculum. The guide is divided into 59 units: health (10 units); mathematics (13 units); language arts (19 units); science (10 units); and social studies (7 units). Each unit contains: objectives, concepts, teacher approach and pupil activities, reference and materials, and goal statements. (Author/EC)

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CAREER MOTIVATION

GRADE 6

MAR 20 1975

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EDUCATION & WELFARE
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AKRON PUBLIC SCHOOLS
Akron, Ohio

CONRAD C. OTT
Superintendent

CAREER MOTIVATION PROGRAM

GRADE 6

AKRON PUBLIC SCHOOLS
1972

Prepared By
The Office Of Career Education

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FOREWORD

During the 1971-1972 school year the Career Education Program in Akron sponsored and coordinated a committee of classroom teachers to create and develop a Career Motivation Guide for the ongoing curriculum areas in the Akron Public Schools.

Classroom teachers who contributed their time and skills included the following:

Mrs. Evelyn Kirk	Kindergarten
Mrs. Irene Rowe	First Grade
Mrs. Violet Barden	Second Grade
Mrs. Irene Rowe	Second Grade
Mrs. Jean Halfhill	Second Grade
Mrs. Jean Halfhill	Third Grade
Mrs. Judy Dotts	Fourth Grade
Mrs. Mary Becker	Fifth Grade
Mrs. Barbara Vassalotti	Fifth Grade
Miss Diane Sollberger	Sixth Grade
Mr. William Mannion	Curriculum Specialist

Coordination and format of the guide was provided by Mrs. Roberta Ryan, Coordinator-Counselor, Seiberling Elementary School and Mr. Frederick Zeller, Coordinator-Counselor, Firestone Park Elementary School.

Mr. Nicholas Topougis, Project Coordinator provided administrative assistance.

GENERAL INTRODUCTION

Career Motivation K-6 is the first phase of the Career Development Program. The ultimate goal of the total Career Development Program K-10 is the realization and utilization of human potential for general improvement and upgrading of society. The goals of the Career Motivation Program are:

> *To motivate students to want to become a part of the World of Work.*
>
> *To develop in students an awareness of the wide range of job opportunities, an appreciation of all work and the recognition that all work is honorable.*

Through Awareness, Appreciation, and Motivation the elementary school child will understand that work is a meaningful activity that he engages in at home and school. Later those tasks for which he has assumed responsibility become jobs and occupations which are necessary for maintaining and improving his society and which are the most probable means for the realization of his own human capacity.

As the child progresses through elementary school and his world expands and becomes more complex, the Career Motivation Program will have special meaning for the child in his development as a person.

The K-6 Career Motivation Program is based on the belief that every healthy individual is at work at something, especially the elementary school child. By becoming aware of his responsibilities at home and at school and by appreciating the personal meaning that comes from meeting these responsibilities, the child develops Motivation for work in the elementary school. Through Career Orientation and Career Exploration Programs, their respect for work translates into career development.

The affective stages of growth require that the child's feelings, perceptions, and beliefs are dealt within the areas of self-awareness, self-acceptance, self-affirmation of interests, aptitudes, achievements, values, and attitudes.

USE OF THE GUIDE

This guide is intended to provide the elementary school teacher with Career Motivation activities related to current curriculum in the Akron Public Schools. The components of the guide are:

Curriculum Area Objectives

Concepts

Activities

Resources

Goal Statements

The final outcome of the Career Motivation Program is the integration of Career Education into the total curriculum of the schools.

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Unit 7 - How You'll Travel In Outer

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Unit 9 - Home From School

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GRADE 6 — HEALTH

CAREER MOTIVATION GRADE 6 HEALTH

UNIT 1 - IMPROVING YOURSELF

OBJECTIVES:

1. To develop an awareness of the general characteristics of a modeling career and of the wo involved in preparing oneself for this occupation.

2. To develop an appreciation that an individual must have a strong intrinsic desire to reac the goal of those occupations requiring a vast amount of self-sacrifice in terms of time and self-discipline.

3. To develop an awareness that the purpose of some occupations is to serve people by helpin them solve their problems.

CONCEPTS:

1. A model must meet special physical requirements, undergo rigorous training, and often work under tiring and uncomfortable physical conditions.

2. Certain careers offer an intrinsic reward that compensates for the self-sacrifice required by these careers.

3. The purpose of certain careers is to serve other people.

F... 11

UNIT 1 - IMPROVING YOURSELF

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL ST
. Determine how professional models take care of themselves and their clothes in order to project a good appearance. Research their wages, ages, working hours, etc.	Eileen Ford, Secrets of the Model's World Eileen Ford, Book of Model Beauty	1. Children c ments and life.
. Class discusses careers which require vast amounts of time and much self-discipline. Determine whether the rewards or benefits justify the long hours. Examples: doctors, lawyers, teachers, and athletes.	Jobs in Health - pamphlet SRA	2. Children c own attitud sacrifice
. List the professional problem solvers - psychiatrists, marriage counselors, doctors, social workers, etc. Write short reports on each of these occupations describing the nature of the work, training needed, salaries, etc.		3. Children c which help personal pr
. Invite a United Fund social worker to speak to the class.		4. Children c of a social

UNIT 1 - IMPROVING YOURSELF

REFERENCES AND MATERIALS

Eileen Ford, Secrets of the Model's World

Eileen Ford, Book of Model Beauty

Jobs in Health - pamphlet SRA

GOAL STATEMENTS

1. Children can list the requirements and rigors of a model's life.

2. Children examine and state their own attitudes toward self-sacrifice and intrinsic rewards.

3. Children can list occupations which help people solve their personal problems.

4. Children can list the work tasks of a social worker.

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CAREER MOTIVATION GRADE 6 HEALTH

UNIT 2 - KEEPING PHYSICALLY FIT

OBJECTIVES:

1. To develop an awareness of the general characteristics of occupations based on physical fitness, such as professional athletes.

2. To develop an understanding of the purpose and operation of the President's Council on Physical Fitness.

CONCEPTS:

1. Each professional sport has special physical requirements and training necessary for proficiency.

2. Every citizen needs to be physically fit.

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UNIT 2 - KEEPING PHYSICALLY FIT

TEACHER APPROACH AND PUPIL ACTIVITIES

- Each student writes a report about a professional sport. Investigate the physical requirements, the training or practice required, the pay, the age limitations, etc.
- Make a chart showing the major requirements of each sport as revealed from the reports.
- Gather information about the President's Council on Physical Fitness. Find out what it does, who is on it, who pays for it, etc.

REFERENCES AND MATERIALS

GOAL ST

1. Each child
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careers.
3. Children un
of the Pres
Physical Fi

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UNIT 2 - KEEPING PHYSICALLY FIT

REFERENCES AND MATERIALS

GOAL STATEMENTS

1. Each child can list the requirements for a career in a particular sport.

2. Children learn the major requirements of professional sports careers.

3. Children understand the functions of the President's Council on Physical Fitness.

CAREER MOTIVATION GRADE 6 HEALTH

UNIT 3 - MAN AND HIS DISEASES

OBJECTIVES:

1. To develop an awareness of the current work being done in medicine and of the resultant new careers.
2. To develop an awareness of the work involved in combating plagues and epidemics.
3. To develop an appreciation of the work of the County Health Board.
4. To develop a desire to contribute to the community's health.
5. To develop an awareness of the dangers involved in using drugs and an understanding of the type of work involved in trying to stop the flow of drugs.

CONCEPTS:

1. Disease control is a community problem.

UNIT 3 - MAN AND HIS DISEASES

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Collect magazine articles and newspaper clippings concerning new medicines, research, and treatments. Determine what careers are involved in creating new medicines and in performing research and treatments.	Magazines, newspapers, A Career in Medical Research, Cleveland Horizons Unlimited, A Medical Careers Handbook	1. Children as well
2. Determine whether there have been any plagues or serious epidemics anywhere in the last 25-50 years. What was or is being done about them? Who is doing it?	Films - "A Community Stays Healthy" - 11 minutes "The Big City" - 25 minutes "Jobs In Health" - 10 minutes "A Community Keeps Healthy" - 11 minutes "Communities Keep Clean" - 11 minutes Filmstrips - "Helping the Healing Hands" (with record) Denoyer-Geppert "Our Health Department"	2. Children tasks inv plague or
3. The class lists tasks they could perform to improve community health. Perform one of the tasks.		3. Children volved in
4. Ask an official of the County Health Board to speak to the class.		4. Children Health Bo
5. Investigate a narcotics agent's work and display your findings. The display might include a map to show where drugs enter the country, methods of smuggling drugs, written reports, interviews with narcotics agents, magazine articles, pictures of drugs, etc.		5. Children of a narc can list abuse.

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UNIT 3 - MAN AND HIS DISEASES

REFERENCES AND MATERIALS

Magazines, newspapers, A Career in Medical Research, Cleveland Horizons Unlimited, A Medical Careers Handbook

Films - "A Community Stays Healthy" - 11 minutes
"The Big City" - 25 minutes
"Jobs In Health" - 10 minutes
"A Community Keeps Healthy" - 11 minutes
"Communities Keep Clean" - 11 minutes

Filmstrips - "Helping the Healing Hands" (with record) Denoyer-Geppert
"Our Health Department"

GOAL STATEMENTS

1. Children can list new careers, as well as advances, in medicine.

2. Children can list the various tasks involved in combating a plague or epidemic.

3. Children become actively involved in community health.

4. Children learn about the County Health Board.

5. Children can list the activities of a narcotics agent. Children can list the dangers of drug abuse.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
6. Draw a mural showing the location and functions of the various community health helpers.		6. Children can list the location and functions of various community health helpers.

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CAREER MOTIVATION GRADE 6 HEALTH

UNIT 4 - THE SAFE WAY

OBJECTIVES:

1. To develop an understanding that many jobs involve some type of danger and that safety precautions must be incorporated into the job.

CONCEPTS:

1. Some hazardous jobs are punch press operator, grain mixer, acoustics physicist, automobile racer, airplane pilot, blast furnace foreman, electrical repairman, fire chief, logger, jockey, test engine operator, grain weigher, cook, animal keeper, etc.

2. Hazardous conditions include high voltage electricity, excessive noise, vibrations, situations where bodily injury is possible, also poor ventilation problems, such as gases, vapors, dusts, etc., or liquids which may cause illness.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Each child thinks of a job which requires some type of special safety precautions. Teacher guides the children to consider those occupations with uncommon hazards. Each child draws a picture or makes a model illustrating safety precautions in operation. When the pictures are completed, the children discuss the illustrated safety hazards and the remedial procedures. Display the pictures and models.	Fairly large sheets of paper for drawings Films - "The Big City" - 25 minutes "Ohio State Highway Patrol"- 10 minutes "Mine Fire Control" - 26 minutes "The Policeman" - 16 minutes	1. Childre are pro
2. Each child selects a particularly hazardous job and reports on the methods utilized in worker protection.	Encyclopedia	2. Childre hazardo safety

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UNIT 4 - THE SAFE WAY

	REFERENCES AND MATERIALS	GOAL STATEMENTS
job which special eacher guides er those oc- n hazards. ture or makes afety pre- When the , the llustrated remedial he pictures	Fairly large sheets of paper for drawings Films - "The Big City" - 25 minutes "Ohio State Highway Patrol"- 10 minutes "Mine Fire Control" - 26 minutes "The Policeman" - 16 minutes	1. Children can list how workers are protect[redacted] in dangerous jobs.
articularly rts on the rker	Encyclopedia	2. Children will be able to list hazardous occupations and the safety precautions for each.

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CAREER MOTIVATION GRADE 6 HEALTH

UNIT 5 - THE WORLD OF FOOD

OBJECTIVES:

1. To develop an awareness that clever advertising can often influence the selection of foods we eat.

2. To develop an awareness that good nutrition comes from a conscious effort to improve one's eating habits.

3. To develop an understanding that "bad diets" may be harmful to one's health and thus reduce working ability.

4. To develop an awareness of the various jobs connected with food.

CONCEPTS:

1. Effective advertising can sometimes mislead the public into thinking that the products are actually better than they are.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Children bring in persuasive magazine or newspaper advertisements about food or record food commercials which they have seen on television. The class studies the ads and notes how desirable the food appears. The teacher asks, "Are all of the products as good for you as they seem to be?"	Films - "Cooks, Chefs, and Related Occupations" - 7 minutes "Jobs in The Baking Industry" - 6 minutes "Citrus - The Golden Fruit" - 14 minutes Filmstrips - "Job Opportunities in a Restaurant"	1. Childre vertisi of whic
2. Each child creates a clever advertisement for a nutritious, but less appealing, food, such as spinach, liver, broccoli, water, etc. If the children create television commercials, these should be performed before the class.		2. Childre vertisi of whic
3. Children gather magazines and news articles, pamphlets, books, etc., on good nutrition, diets, preservation, new foods, etc. for display.		3. Chil ren cu ent food in
4. Several children interview people who work in a restaurant, such as the manager, hostess, waitresses and cooks, about their jobs and report back to the class.		4. Childre jobs in
5. Visit the Home Economics Department of the University of Akron.		5. Childre pare fo industry

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REFERENCES AND MATERIALS

Films - "Cooks, Chefs, and Related Occupations" - 7 minutes
"Jobs in The Baking Industry" - 6 minutes
"Citrus - The Golden Fruit" - 14 minutes
Filmstrips - "Job Opportunities in a Restaurant"

GOAL STATEMENTS

1. Children can list how advertising affects the selection of which foods they eat.

2. Children recognize how advertising affects the selection of which foods they eat.

3. Children will be able to list current developments in the food industry.

4. Children recognize the various jobs in a restaurant.

5. Children see how students prepare for careers in the food industry.

CAREER MOTIVATION GRADE 6 HEALTH

UNIT 6 - HOW YOU LEARN

OBJECTIVES:

1. To develop an understanding that jobs offer various forms of reward other than money.
2. To develop an insight in each child as to which reward is most important to him.

CONCEPTS:

1. There are many types of reward and motivation in jobs, such as money, desire to help others fame, enjoyment derived from working, etc.

TEACHER APPROACH AND PUPIL ACTIVITIES

1. Discuss the various types of motivation and reward existing in jobs - such as money, satisfaction in helping others, a discovery of something important, fame, etc. Then the teacher gives the children a list of different types of work such as:
   (1) a doctor
   (2) an artist
   (3) a research scientist
   (4) a secretary
   (5) a businessman
   The children list things which would give them a sense of personal accomplishment and satisfaction if they were working in each of these jobs. This can be done individually or in groups.

2. Have the child write a short essay on which reward, discussed in activity 1, he considers most important and why.

REFERENCES AND MATERIALS

Films - "Learning From Disappointment" - 11 minutes

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UNIT 6 - HOW YOU LEARN

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REFERENCES AND MATERIALS

Films - "Learning From Disappointment" - 11 minutes

[redacted] STATEMENTS

1. Each child will be able to list the various forms of job rewards in order of personal importance.

2. Each child will be able to list the various forms of job reward in order of importance to him.

[redacted] 29 [redacted]

CAREER MOTIVATION GRADE 6 HEALTH

UNIT 7 - YOU AND OTHERS

OBJECTIVES:

1. To develop an understanding of social attitudes and their affect on workers in personal as well as business relationships.

2. To develop an awareness of the characteristics of group work since every job involves some form of group interaction.

CONCEPTS:

1. A person's social environment may influence his attitudes toward work and life.

2. No matter what job you are in, you are involved in some type of group; therefore, it is important to know how to get along with others in groups and to know how groups operate.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Gather newspaper or magazine articles which reflect a social attitude such as the competitive drive, attitudes about personal appearance - long hair, styles of clothing, etc. Discuss the attitudes and how they were formed, if they are uniquely American, how they affect jobs, etc.	Magazines, newspapers	1. Children attitude and adv
2. Plan a class project and divide the class into various committees to carry it out. As you progress, or after the project is completed, make a questionnaire regarding group work using questions such as: (1) What was the goal of your group? (2) What were the qualifications for your group? (3) How did your leader obtain his position in the group? What leadership qualities does he possess? (4) Was he the only leader you had? (5) Do you think your group was democratic? (6) What were some of the problems in your group? How did you solve them? Were there any you couldn't solve?		2. Children requiri

UNIT 7 - YOU AND OTHERS

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REFERENCES AND MATERIALS

Magazines, newspapers

GOAL STATEMENTS

1. Children can list how social attitudes can affect employment and advancement.

2. Children can complete a task requiring group cooperation.

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CAREER MOTIVATION GRADE 6 HEALTH

UNIT 8 - HOME AND FAMILY

OBJECTIVES:

1. To develop an appreciation that work is man's way of changing or rebuilding his environment including family relationships.

2. To develop an understanding that every member of a family, including children, has certain responsibilities and duties.

3. To develop an understanding of children's duties in a family.

CONCEPTS:

1. Exchanging ideas with other people is often an effective way of helping to accomplish one's work.

2. Children have special duties in the family, just as their parents do.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Set aside a specific time in which the children may talk about their family problems and possibly arrive at solutions through the group's efforts.	Katherine Whitside Taylor, Getting Along With Parents Filmstrips - "Your Family and You" "Learning To Live Together" "Getting Along With Your Family" - 4 Filmstrips and 2 records	1. Children can be s efforts.
2. Children make a list of home manners and/or family relationships which need improvement. Class discusses methods of improving behavior and relationships. Children experiment at home with suggested changes and report the results.	Guide to Good Manners - (S.R.A. Booklet)	2. Children lationshi through c
3. Each child writes a report describing the duties of children in the home.	Paper	3. Children of each f
4. Class displays the duties of each family member on a chart or bulletin board.	Chart paper or bulletin board	4. Children of each f

UNIT 8 - HOME AND FAMILY

	REFERENCES AND MATERIALS	GOAL STATEMENTS
me in talk lems solutions orts.	Katherine Whitside Taylor, Getting Along With Parents Filmstrips - "Your Family and You" "Learning To Live Together" "Getting Along With Your Family" - 4 Filmstrips and 2 records	1. Children realize family problems can be solved through their own efforts.
home - improve- ethods nd re- experiment hanges	Guide to Good Manners - (S.R.A. Booklet)	2. Children realize family relationships can be improved through courteous behavior.
ort de- children	Paper	3. Children can list the duties of each family member.
s of each or bulletin	Chart paper or bulletin board	4. Children understand the duties of each family member.

CAREER MOTIVATION GRADE 6 HEALTH

UNIT 10 - THE AMERICAN WAY

OBJECTIVES:

1. To develop the understanding that every American citizen has a responsibility to do what he can to promote his community's well being and to learn how to execute a program to improve his community.

2. To develop an appreciation of the governmental agencies working to improve the nation's health.

3. To develop an understanding of various religious beliefs.

CONCEPTS:

1. Every responsible American is concerned with his own welfare and that of others.

2. Many of the nation's problems can be aided by the government within the framework of democracy.

3. Understanding others leads to healthful interaction and a stronger America.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Class determines ways in which they can improve their community. Suggestions could include: anti-litter campaign and clean up, collection of newspapers, empty bottles, an odd job service in which money earned is donated to a worthy cause.		1. Childre one is appeara the com
2. Groups research and make oral presentations on various governmental agencies which provide health services to the American people.	Publications of various health agencies. Newspaper or magazine articles for current news involving the agencies	2. Childre American health a
3. Representatives of various religions speak to the class.		3. Children religiou in harmo

UNIT 10 - THE AMERICAN WAY

REFERENCES AND MATERIALS	GOAL STATEMENTS
	1. Children recognize that everyone is responsible for the appearance and well-being of the community.
Publications of various health agencies. Newspaper or magazine articles for current news involving the agencies	2. Children understand that the American government provides health services to its citizens.
	3. Children recognize that various religious groups can live together in harmony.

GRADE 6 — MATHEMATICS

CAREER MOTIVATION GRADE 6 MATHEMATICS

UNIT 1 - NUMERATION AND SETS

OBJECTIVES:

1. To develop an appreciation of place value as it is used in various occupations.
2. To develop an appreciation of the uses of very large numbers, such as a million and billion.
3. To develop an understanding of banking procedures by letting the students set up and run their own bank in the classroom.

CONCEPTS:

1. A knowledge of large numbers is necessary in order to read newspapers and magazines with understanding.
2. Banking plays an important role in today's society.
3. Problem solving ability is necessary in running a business.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Class divides into pairs and uses play money to practice making change using the least coins possible.	Play money	1. Chi[illegible] handlin[illegible] accurat[illegible]
2. Teacher makes a chart for written practice in making change with the fewest coins possible. In the chart list the purchase price and the amount of payment, and then provide spaces to write in how many pennies, nickels, dimes, quarters, etc. are needed to make change.	Paper	2. Children handlin[illegible] accurat[illegible]
3. Use figures dealing with distances in outer space to demonstrate the need for using large numbers in the millions and billions.		3. Children in space of large
4. Class plans a trip to a local bank. As a follow-up activity (for practice in writing large numbers, make a ditto of a blank check and also of the balance ledger.) Place prices on various items in the classroom. Have the class practice buying and selling, writing checks, keeping a balance, and cashing the checks at a bank. Also, discuss deposits.	Ditto of blank check and balance ledger	4. Students a simple
5. Pupils make a list of ways numerals are used in information in a newspaper: volume number, issue number,	Copies of newspapers	5. Children numerals paper.

UNIT 1 - NUMERATION AND SETS

REFERENCES AND MATERIALS	GOAL STATEMENTS
Play money	1. Children recognize that persons handling money must make change accurately.
Paper	2. Children recognize that persons handling money must make change accurately.
	3. Children understand that careers in space-travel need knowledge of large numbers.
Ditto of blank check and balance ledger	4. Students will be able to keep a simple balance ledger.
Copies of newspapers	5. Children can name several ways numerals are used in the newspaper.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA

price per copy, price per year, in news articles, etc.

6. Teacher contacts a local banker to help set up your original classroom "banking" organization. Savings accounts can be opened and deposits made with student tellers handling all phases of the actual transaction. A student uses play money for deposits and withdrawals. Each depositor could have his own account book. Example:

Mock-up bank, play money, savings account book, etc.

6. Student the wor simple

Date	Deposited	Withdrawn	Total On Deposit

7. Students arrange an exhibit or bulletin board of savings and checking deposit slips, personal checks, counter checks, and travelers' checks.

Deposit slips, various forms of checks from banks

7. Student activit

8. A representative of a local bank explains the operation of a bank, including deposits, interest, compound interest, principle, etc.

8. Childre termino

AND

	REFERENCES AND MATERIALS	GOAL STATEMENTS
per year, .		
cal banker riginal rganization. be opened h student phases of the A student eposits and positor count book.	Mock-up bank, play money, savings account book, etc.	6. Students will be able to explain the work of tellers and keep simple savings accounts.
ithdrawn | Total On Deposit		
xhibit or bulletin checking deposit , counter checks,	Deposit slips, various forms of checks from banks	7. Students recognize the various activities of a bank teller.
local bank of a bank, nterest, com- ple, etc.		8. Children understand banking terminology.

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CAREER MOTIVATION GRADE 6 MATHEMATICS

UNITS 2-5-14 - ADDITION-SUBTRACTION
MULTIPLICATION-DIVISION

OBJECTIVES:

1. To develop an understanding of how to fill out a requisition form.
2. To develop an awareness of occupations in which averages are used.
3. To develop an awareness of the extent students themselves use mathematics and the types of mathematics they use most.
4. To develop an awareness of the extent mathematics is used in various occupations.
5. To develop an awareness of the differences in wages of various workers.

CONCEPTS:

1. Averages are used in teaching, baseball and other sports, weather forecasting, businesses, etc.
2. Mathematics is essential to daily living.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
1. Class utilizes a requisition form for practice in computing money problems and yearly or monthly averages.	Requisition form for supplies	1. Childr a req
2. Write story problems concerning "averages" used by different occupations. For example: a. Baseball - batting average b. Weather forecasting - average temperature average rainfall c. Average income	Paper	2. Given studen plain each.
3. Pupils keep a record of the number of minutes spent doing their own work (or homework for each subject) in a day. Find the average number of minutes spent per task (or per subject). They can then determine the number of minutes above or below the average spent working.	Paper Filmstrip: "The Story of Time Measurements"-50f,c	3. Studen
4. For one week class members keep a record of the ways in which they use mathematics. Note the different operations used. Keep a chart or graph depicting which operations are used most, least, etc.	Paper	4. Childr which daily
5. After studying many professions and how mathematics is used in each, make a list of the various mathematical operations used.	Paper Films: Jobs in Mathematics - Science Research Associates, Incorporated	5. Childr the oc mathem of mat often.

UNITS 2-5-14 - ADDITION-SUBTRACTION
MULTIPLICATION-DIVISION

AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
isition computing arly or	Requisition form for supplies	1. Children can accurately complete a requisition form.
concerning fferent mple: average g - ture l	Paper	2. Given a list of occupations, students will be able to explain how averages are used in each.
of the nt doing mework for y. Find minutes r subject). ne the number elow the .	Paper Filmstrip: "The Story of Time Measurements"-50f,c	3. Students can compute averages.
mbers keep in which Note the used. Keep cting which ost, least,	Paper	4. Children realize the extent to which mathematics is used in daily life.
rofessions s used in the various ns used.	Paper Films: Jobs in Mathematics - Science Research Associates, Incorporated	5. Children will be able to state the occupations which rely on mathematics and tell what aspects of mathematics are used most often.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
6. Using the newspaper, find the average cost of homes for a given day in the "Houses For Sale" classified ads.	Classified ads of newspaper	6. Pupils c price of neighbor
7. From the obituary column, find the average age of death for a day or a week.	Obituary column of newspaper	7. Pupils c age of d
8. Demonstrate how a teacher uses averages to determine grades for report cards. Permit the students to average their own grades.	Paper	8. Students determin
9. A policeman explains the various ways in which he uses mathematics, the speed of a car can be computed just from the length of skids and the amount of friction between rubber and different types of road surfaces, etc.	Local police department	9. Students some of mathemat
10. Study the differences in weekly, hourly, or monthly wages of various kinds of workers.	Statistics published by United States Labor Department	10. Students vary acc formed.

AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
find the for a ses For	Classified ads of newspaper	6. Pupils can determine the average price of a home in their neighborhood.
umn, find ath for a	Obituary column of newspaper	7. Pupils can determine the average age of death for their community.
cher uses grades for the heir own	Paper	8. Students recognize consistency determines final grade.
the various mathe- a car can the length nt of friction fferent types .	Local police department	9. Students will be able to explain some of the ways policemen use mathematics in their work.
in weekly, ges of ers.	Statistics published by United States Labor Department	10. Students are aware that wages vary according to work performed.

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
11.	If an organization or governmental budget is being reported in the local paper, use it to discuss a budget. Note its purpose. Circle graphs may be used to represent budgets.	Newspaper, paper	11. Child budge jecte
12.	Secure booklets from your local electric power company listing the cost of operating electric appliances: light bulbs, water heater, razor, oven, clothes washer and dryer, air conditioner, T.V., etc. Compute cost per minute or hour.	Booklets from electric power company	12. Child using
13.	Compute income tax withholding amounts for various incomes and family sizes.	Paper, tax forms or information	13. Stude withh mine
14.	Discuss the way the power company determines how much electricity is use , the role of the meter man, and the location of the electric meter in the home.		14. Stude meter
15.	Discuss how a heating engineer uses mathematics.		15. Child matic engin

	REFERENCES AND MATERIALS	GOAL STATEMENTS
governmental ted in the discuss a pose. Circle represent	Newspaper, paper	11. Children recognize that a budget is determined by projected income and expenditures.
your local listing electric s, water clothes conditioner, st per	Booklets from electric power company	12. Children can list the cost of using electrical appliances.
thholding comes and	Paper, tax forms or information	13. Students recognize how tax withholding amounts are determined.
ower company lectricity is meter man, and lectric meter		14. Students understand the role of meter men.
engineer uses		15. Children can list how mathematics is used by a heating engineer.

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CAREER MOTIVATION GRADE 6 MATHEMATICS

UNITS 3-4-6-7-11 - FRACTIONS - MEASUREMENT - DECIMALS

OBJECTIVES:

1. To develop efficiency in using fractions and an appreciation of the use of fractions in reading music.
2. To develop an appreciation of the skills involved in making and designing clothes.
3. To develop an understanding of some of the ways decimals are used in the trucking industry.
4. To develop an understanding of how maps are drawn to scale and to interpret scales.
5. To develop an appreciation of the skills needed in carpentry work.
6. To develop an understanding of how to graph results from public opinion polls.
7. To develop an understanding of how to make a field map.
8. To develop an understanding of how to read and make tables.
9. To develop an awareness of the various types of surveying and the tools used in surveying.
10. To develop an understanding of how to read, draw and design floor plans, and to make models to illustrate the designs.
11. To develop the ability to construct objects which demand precise measurements and accurate workmanship.
12. To establish an awareness of the occupations in which square measures are used.
13. To establish an awareness that different kinds of graphs are used to show different kinds of information.

OBJECTIVES:

14. To develop an understanding through story problems, of how the transportation industries might use the formula - distance = rate x time.

15. To develop an awareness of mathematics in engineering.

16. To provide further experience in solving verbal problems by using the problems in occupational settings.

17. To develop an awareness of mathematics in the work of a surveyor.

18. To develop an awareness of linear measures in construction work.

19. To develop an insight into reading a simple scale drawing.

CONCEPTS:

1. A fundamental skill in reading music is the ability to give each note the correct fractional value.

2. A scale is a definite unit of length on a drawing which represents another definite unit of length in the actual object.

3. Some types of surveying are: land, geodetic, topographical, underground, nautical and aerial.

4. There are various kinds of graphs, some of which are the bar graph, pictograph, and broken line graph which are used in various occupations.

5. A surveyor must have a thorough knowledge of mathematics and be able to use delicate instruments with accuracy and precision.

6. Surveyors work wherever there are roads, dams, or bridges to be built.

CONCEPTS:

7. Surveyors determine the boundaries of the property held by individuals, as well as the boundaries of various political divisions.

8. Land must be measured to determine boundaries.

9. A surveyor's most important tool is a transit, a telescope which measures angles and judges distances.

10. Math in engineering helps in the designing of modern structures and vehicles.

11. Problem solving ability is necessary in designing machinery.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Using the note values in easy music, practice the addition and subtraction of fractions. Determine the values of various notes. Compute the length of measures of music. A student who plays an instrument explains the importance of these skills.	Easy sheet music collected by students and teacher	1. Stude fract
2. Girls design, cut, and sew costumes and clothing to fit various dolls. Note how essential the knowledge of fractions and measurement is to sewing projects.	Various colors and types of material, needles, thread, scissors, rulers, and dolls	2. Girls mathe cutti
3. Develop story problems illustrating how a fashion designer may mix or match different materials and colors. Solve by using number sentences.	Paper	3. Stude matic d-sig
4. Plan a trip to the Home Economics Department at the University of Akron. As a follow-up activity, groups bake a variety of cookies.	Cookies, ingredients and baking utensils	4. Stude recip
5. Discuss how a trucker must compute fuel prices using his knowledge of decimals.	Paper	5. Stude and o decim
6. Devise an Air Freight Rates Chart listing where the freight travels from and to, plus the cost (per 100 lbs.) Use decimals to compute your answers.	Paper	6. Stude matic indus

CH AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ues in easy e addition fractions. es of various e length of A student ment explains these skills.	Easy sheet music collected by students and teacher	1. Students appreciate the use of fractions in music.
and sew ing to fit te how ledge of rement is	Various colors and types of material, needles, thread, scissors, rulers, and dolls	2. Girls recognize the use of mathematics in designing, cutting, and sewing clothing.
lems illus- ion designer ifferent rs. Solve by ices.	Paper	3. Students can list how mathematics is used by fashion designers.
Home Economics University of -up activity, ty of cookies.	Cookies, ingredients and baking utensils	4. Students can use fractions in recipes.
er must compute is knowledge of	Paper	5. Students understand how truckers and other transporters use decimals in their work.
ht Rates Chart reight travels he cost (per mals to compute	Paper	6. Students recognize how mathematics is used by freight industry.

UNITS 3-4-6-7-11 - FRACTION - MEASUREMENT - DECIMALS (continued)

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
7. Each person draws his own scale map of something.	Paper, ruler	7. Students accurate
8. Use real maps for practice in using scales.	Maps	8. Students distance
9. Using the science section of the teacher's guide to the mathematics textbook, build an incubator.		9. Given wr can buil comparab
10. Students conduct a public opinion poll. Graph the results.	Paper, ruler, questionnaire developed by class	10. Students of data results.
11. Make a field map of the school grounds.	A level table cut from wallboard or a clipboard, an alidade can be constructed by placing straight pins at the ends of a ruler, pacing can be made accurate by checking strides against know distances	11. Students make a
12. Learn to read railroad, airline, and bus line timetables. Develop a new timetable.	Timetables from various transportation companies	12. Student timetab
13. Obtain a large map of Akron (or Ohio) and mark the routes of field trips taken throughout the year. Use the scale to compute the distance in miles traveled during the year.	Yarn, large map of Akron or Ohio	13. Childre actual on a ma

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NITS 3-4-6-7-11 - FRACTION - MEASUREMENT - DECIMALS (continued)

D	REFERENCES AND MATERIALS	GOAL STATEMENTS
wn scale	Paper, ruler	7. Students can draw a scale map accurately.
tice in	Maps	8. Students can compute map distances.
ion of the build		9. Given written directions children can build other projects of comparable difficulty.
lic opinion ts.	Paper, ruler, questionnaire developed by class	10. Students can graph various types of data and understand poll results.
e school	A level table cut from wallboard or a clipboard, an alidade can be constructed by placing straight pins at the ends of a ruler, pacing can be made accurate by checking strides against know distances	11. Students can explain how to make a field map.
, airline, s. Develop	Timetables from various transportation companies	12. Students can read transportation timetables.
Akron (or ntes of ughout le to n miles ap	Yarn, large map of Akron or Ohio	13. Children are able to compute actual distances from the scale on a map.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
14. Investigate and list the various types of surveying done and the tools used for each type. Example: land, geodetic, topographical, underground, nautical, and aerial surveying.	Encyclopedia	14. Student of the surveyi and nam tools c
15. Collect floor plans from magazines, newspapers, etc. Using scales, practice finding areas and perimeters.	Floor plans from magazines and newspapers	15. Student and co
16. Each student draws the floor plan of his house, the school building or the school grounds.	Paper, rulers, yardstick	16. Studen plan.
17. Divide the class into small groups and let each group design a house.	Paper, rulers Film: "Drafting" - 7 minutes, c-follow-up for house designs	17. Studen and im type o
18. Build a model of the house that each group has designed.	Cardboard or experiment with other materials	18. Childr model design
19. Let the class make their own paper by constructing paper-making molds.		19. They w simila writte
20. Develop a list of occupations which require a knowledge of square measurement. Example: laying tiles for floors and ceilings, carpeting, wall-papering, and landscaping.	Paper	20. Studen severe square

	REFERENCES AND MATERIALS	GOAL STATEMENTS
various and the . nd, rveying.	Encyclopedia	14. Students can match the names of the different types of surveying to their descriptions and name a few of the important tools of a surveyor.
n nagazines, scales, and	Floor plans from magazines and newspapers	15. Students can read floor plans and compute areas and perimeters.
floor plan of uilding or	Paper, rulers, yardstick	16. Students can draw a simple floor plan.
mall groups gn a house.	Paper, rulers Film: "Drafting" - 7 minutes, c-follow-up for house designs	17. Students can use their knowledge and imagination to design some type of building.
cuse that d.	Cardboard or experiment with other materials	18. Children are able to devise a model of the house they have designed.
ir own paper-		19. They will be able to build similar projects following written plans.
pations dge of xample: s and all- ping	Paper	20. Students are able to name several occupations in which square measures are used.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
21. Using the newspaper: (a) Graph the progression of the hog and other livestock markets for the past week. (b) Marriage licenses - Graph the ages of men and women married during the previous week. (c) Stock market - Graph a stock or mutual fund for a week. (d) Create graphs for a period of days or weeks using these city-county statistics: number of marriages each day, number of divorces each day, number of girls and boys born.	Newspaper	21. Stud appr vari
22. List, as statistics from the newspaper, the numbers and kinds of accidents (injurious and fatal) during a period of days or weeks.	Newspaper	22. Stud
23. Make up story problems using the formula - distance equals rate times the time - and relate them to the transportation industries. Example: A truck driver knows he can only drive 55 miles an hour to Pittsburgh which is 100 miles away. How long will it take him to get there?	Films: "Formulas in Mathematics" - 10 minutes, c	23. Chil of t situ

I AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ression other ets for	Newspaper	21. Students are able to make appropriate graphs to display various types of information.
ses - Graph n and women the previous		
Graph a stock for a week.		
for a period of using these city- ics: number of day, number of day, number of born.		
from the news- and kinds of s and fatal) days or weeks.	Newspaper	22. Students can organize data.
ems using the equals rate d relate them on industries. river knows he iles an hour to 100 miles away. ke to get	Films: "Formulas in Mathematics" - 10 minutes, c	23. Children recognize the application of the formula to practical situations.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
24. Airline distances. Students research the latest record for speed or distance. Relate these facts to their knowledge and surroundings. Ask: At what speed, how long would it take to go 30 miles, 50 miles, or 100 miles?	

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udents re-
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At what
it take to
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REFERENCES AND MATERIALS

GOAL STATEMENTS

24. Students can apply learned skills to new knowledge.

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CAREER MOTIVATION GRADE 6 MATHEMATICS

UNIT 9 - NONMETRIC GEOMETRY - METRIC CONCEPTS

OBJECTIVES:

1. To develop an awareness of how the various geometrical closed surfaces are used in industry.
2. To develop an awareness of how angles are used in various occupations, especially architecture.
3. To develop an understanding of how a councilman may use math in his work.
4. To develop an awareness of math in navigation.

CONCEPTS:

1. Mathematics in navigation helps sailors to guide their ships when far from all landmarks.
2. Angles and geometrical shapes are very important elements in architectural work.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Discuss why containers are shaped the way they are: Example: sardine cans. List the reasons the class suggests and name the various shapes. Make models of the various closed surfaces.	Use paper or thin cardboard for the models. Tape, scissors, rulers	1. Childi what objec
2. Visit the Smuckers Foods plant and/or the Coca-Cola Bottling Company to study the geometrical shapes of food containers.		2. Childi geome contai
3. Make a notebook of the ways angles are use in various occupations. Draw pictures to illustrate each occupation.	Notebook cover, paper, crayons	3. Childi some angle
4. Devise a game to develop speed and accuracy in locating places using latitude and longitude.		4. Childi and l
5. To make the study of latitude and longitude easier, draw a circle on the chalkboard representing the earth and divide it into four quadrants. The coordinate axes would correspond with the Prime Meridien and the Equator. Number the quadrants counter-clockwise beginning with the upper righthand quadrant as 1. A student may then be asked to find in which quad 20 degrees north latitude and 40 degrees west longitude would be. Answer: 2 quad.	Chalkboard	5. Studen and p and l

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ers are shaped Example: the reasons and name the e models of surfaces.	Use paper or thin cardboard for the models. Tape, scissors, rulers	1. Children will be able to state what closed surfaces various objects have.
Foods plant a Bottling e geometrical ainers.		2. Children recognize the various geometrical shapes of food containers.
the ways arious pictures to upation.	Notebook cover, paper, crayons	3. Children will be able to name some occupations in which angles are important.
velop speed ting places longitude.		4. Children are able to use latitude and longitude.
latitude and raw a circle epresenting it into coordinate d with the he Equator. counter- with the rant as 1. e asked to 0 degrees 0 degrees be.	Chalkboard	5. Students can locate positions and places by using latitudes and longitudes.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
Once the above skill is mastered, transfer it to a world map. Here students find actual countries and places. They will answer questions such as: What country will you be in? What might you be wearing, eating, playing, etc. for each position?	World map	6. Student longitu world m
Discuss the work of an architect - A roof design of a house is somewhat dependent on the climate. In a cold climate it is necessary to insulate the roof. It is also desirable to have a steep roof, so that the house will not have to support the weight of a heavy snow. The architect calculates the required angle of the roof so that most of the snow would slide off. He also calculates how much 18" of snow evenly spread on the roof would weigh, just in case the snow did not slide off. Then he makes certain the roof could bear twice that load, as an added margin of safety.	Film: "Drafting" - 7 minutes, c, follow-up for house designs Carpentry-Comic Book - I.P.D. Publishing Company What Happens When You Build a House - Reilly and Lee Books, Arthur Shay Tim, The Draftsman - McGraw-Hill Book Company Architecture - Lamont Moore, Franklin Watts, Incorporated Come to Work With Us in House Construction - Wilkinson, Sextant Series	7. Childre angles architec

ID	REFERENCES AND MATERIALS	GOAL STATEMENTS
mastered, map. Here ountries and ver questions will you be wearing, for each	World map	6. Students can use latitude and longitude to locate places on world map.
architect - e is the climate. necessary It is also eep roof, so t have to heavy snow. es the re- of so that slide off. much 18" on the roof ase the snow en he makes bear twice margin of	Film: "Drafting" - 7 minutes, c, follow-up for house designs Carpentry-Comic Book - I.P.D. Publishing Company What Happens When You Build a House - Reilly and Lee Books, Arthur Shay Tim, The Draftsman - McGraw-Hill Book Company Architecture - Lamont Moore, Franklin Watts, Incorporated Come to Work With Us in House Construction - Wilkinson, Sextant Series	7. Children appreciate the use of angles and mathematics by architects.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
8. Discuss how a councilman may use math. Example: A problem of widening the main street could occur. Therefore, he must first decide "how wide"? From various measurements and estimates of traffic, he decided that it was possible and desirable to widen the street by 1 car width plus a 2 foot clearance on each side. When he had determined the cost of the operation, he realized that it would be necessary to sell bonds. From the town's rate of growth, the councilman calculated that the bonds could be repaid in 10 years.	Film: "Donald in Math Magic Land" - 26 minutes, c	8. Childr understa be use proble

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em of
could
st first
various
es of traffic,
ossible and
treet by 1
clearance
ad determined
n, he realized
ry to sell
rate of growth,
d that the bonds
ars.

REFERENCES AND MATERIALS

Film: "Donald in Math Magic Land" - 26 minutes, c

GOAL STATEMENTS

8. Children will have a better understanding of how math must be used in solving many kinds of problems.

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CAREER MOTIVATION GRADE 6 MATHEMATICS

UNIT 10 - BASES AND EXPONENTS

OBJECTIVES:

1. To develop an awareness of the usefulness of bases other than base ten.
2. To develop an appreciation of how exponents make the reading of large numbers easier.

CONCEPTS:

1. Base two is used in computers.

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UNIT 10 - BASES AND EXPONENTS

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
1. Investigate how bases other than base ten are used in computers.		1. Childr how ot in ind
2. Visit the University of Akron's Computer Center, the Firestone I.B.M. Center or the Garfield Computer Center.		2. Childr tance
3. Find examples of large numbers in newspapers, magazines, etc. and then write them as exponential numbers.	Newspapers, magazines	3. Childr expres

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UNIT 10 - BASES AND EXPONENTS

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numbers
es, etc.
ex-

REFERENCES AND MATERIALS

Newspapers, magazines

GOAL STATEMENTS

1. Children will be able to explain how other bases may be valuable in industry or science.

2. Children recognize the importance of computers.

3. Children can use exponents to express large numbers.

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CAREER MOTIVATION GRADE 6 MATHEMATICS

UNITS 12-13 - INTEREST - PERCENT - RATIO - COMMISSIONS

OBJECTIVES:

1. To develop an understanding of the terms: commission, interest, discounting, parcel post rates and cash accounts, and how the terms are used in various occupations.
2. To develop an understanding of how to find percentages and ratios in connection with the newspaper.
3. To develop an understanding of how math is used by a stockbroker.
4. To develop an understanding of how ratios are used when making enlargements.
5. To develop an understanding of how to show the results of a public opinion poll as percentages.
6. To develop an understanding of how percentages are useful in baseball.
7. To develop an awareness of how math can help cut food bills.
8. To create an awareness of good thinking and planning.
9. To develop an awareness of the utilization of math in buying and selling.

CONCEPTS:

1. Ratio is used to make changes in recipes.
2. Problem solving ability is necessary in making a budget or in running a business or farm.
3. When a picture is enlarged, the ratio of the original width to the original length is equivalent to the ratio of the new width to the new length.
4. Merchants sometimes offer discounts to sell some items quickly and to attract new customers.

CONCEPTS:

5. Commissions are sometimes used as wages instead of, or along with, salaries.
6. Bankers pay a low rate of interest to depositors but charge a higher rate of interest to borrowers.
7. Knowledge of arithmetic can result in considerable savings on food bills.
8. Think before you buy.
9. Think about your choice.
10. Some computation is necessary to determine the best buy.
11. A thrifty shopper reads the ads and takes advantage of the "buys of the week".
12. Problem solving ability is necessary for careful shopping.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Discuss some of the possible reasons why merchants reduce proces by discounts. (a) to empty a store of one line of merchandise when another comes in. (b) to remove perishable merchandise while it is still in good condition. (c) to attract customers to the store.		1. Children reduced
2. Discuss commission in relation to various jobs. Example: (a) delivering newspapers - the amount earned depends upon the number of newspapers sold and the rate of commission. (b) selling Christmas cards, etc.		2. Childre income
3. Research the amount of interest paid to savings depositors by local banks and credit unions. Discuss why a bank pays interest to depositors.	Filmstrips: "The First National City Bank Presents: The Computer & You" (with record) "Andy Lends Money to the Bank"-36f,c "The Story of Money"-25f,c	3. Childre is paid

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UNITS 12-13 - INTEREST - PERCENT - RATIO - COMMISSIONS

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s interest

REFERENCES AND MATERIALS

Filmstrips:
"The First National City Bank Presents: The Computer & You" (with record)

"Andy Lends Money to the Bank"-36f,c

"The Story of Money"-25f,c

GOAL STATEMENTS

1. Children recognize reasons for reduced prices.

2. Children recognize salesmen's income depends on sales.

3. Children can state why interest is paid to savings depositors.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	CO
	"What the Bank Does With Andy's Money"-30f,c "How We Get Our Homes - Planning the Home"	
4. Research the rate of interest charged by local banks and credit unions for loans on cars and homes. Discuss why the rate of interest charged for loans is higher than the rate of interest paid to depositors. (See activity 3)		4. Childr earn i rates the b of the
5. Investigate how a Certified Public Accountant (C.P.A.) makes an annual audit.		5. Stude addit plica bookk
6. A committee of students prepares an exhibit of cash register tapes and sales slips collected from department stores, a hardware store, a fruit stand, a school supply store, a discount market, etc.	Sales slips (as many kinds as possible)	6. Stude recei
7. Discuss "buying items by mail." Using parcel post rates, compute shipping charges. Note how much shipping charges increase the cost of purchased items.	Parcel post rate schedule	7. Child "buyi
8. Students keep a personal or imaginary cash account.	A real account book as a model	8. Stude accou

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REFERENCES AND MATERIALS	GOAL STATEMENTS
"What the Bank Does With Andy's Money"-30f,c "How We Get Our Homes - Planning the Home"	
interest ks and ans on cuss why charged than the d to ivity 3)	4. Children recognize that banks earn money through interest rates charged for loans and that the borrower pays for the use of the bank's money.
rtified .P.A.) makes	5. Students recognize the use of addition, subtraction, multiplication, and division in bookkeeping.
nts prepares egister tapes ected from hardware , a school ount	Sales slips (as many kinds as possible) 6. Students recognize many types of receipts.
s by mail." tes, compute ote how much rease the ems.	Parcel post rate schedule 7. Children can compute cost of "buying items by mail."
onal or nt.	A real account book as a model 8. Students can balance a cash account.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	CC
9. Discuss with students the different ways of shipping goods and some of the reasons for using one method in preference to another. Items such as time, cost, safety, preservation, size of shipment, ease of handling, access to one or another system, etc., should be included.		9. Studen select transp
10. Find by columns what percent, or what fraction of the total newspaper, is devoted to: Comics, advertisements, classified ads, international news, local news, sports, and editorials.	Newspapers	10. Studen percen
11. After graphing the ages of men and women applying for marriage licenses, figure the ratios between their ages.	Newspapers	11. Studen ratios
12. Using the financial page of the newspaper, interpret the figures on the stock market page. Assume that you have bought 100 shares of a selected stock. Check the quotations on that stock over a given period of time.	Newspapers	12. Studen market
13. Invite a stockbroker to talk with the class.		13. Studen a stock
14. Discuss how an ad designer may use ratio. Example: A poster should have a width about 3/5 of its length. Students figure		14. Studen practi

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REFERENCES AND MATERIALS	GOAL STATEMENTS
	9. Students can lists reasons for selecting various modes of transportation.
Newspapers	10. Students will be able to compute percentages and ratios.
Newspapers	11. Students can graph and compute ratios.
Newspapers	12. Students can read the stock market page.
	13. Students understand the work of a stockbroker.
	14. Students can apply ratio to a practical situation.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
width and length of posters.		
15. Several children bring recipes from home. Change the recipes (by use of ratio) so that different quantities of the recipe can be obtained.	Recipes	15. Studen quanti recipe
16. Discuss how photographs may be enlarged. Discuss the general concept of proportion by using the equal ratios in photo enlargement. (When a picture is enlarged, the ratio of the original width to the original length is equivalent to the ratio of the new width to the new length.)		16. Studen ratios largem
17. Make a full size pattern of a toy from a smaller drawing by using the ratio of length of lines.	Paper and ruler	17. Studen ratios largem
18. Student[illegible]conduct a public opinion poll or survey and determine the percentage rate of various answers. Devise a way to display the results.	Paper	18. Studen percen of pol
19. If your school has some type of athletic team, for example a baseball team, have the students make a chart to record the percentage of games won and lost, and other pertinent data. (To find a player's batting average,	Paper	19. Childr figur

ND	REFERENCES AND MATERIALS	GOAL STATEMENTS
oters.		
recipes recipes that dif- the recipe	Recipes	15. Student can increase or decrease quantities prepared from a given recipe.
ns may be general by using hoto en- icture is f the original to the n to the		16. Students will be able to use ratios to make simple enlargements.
ern of a awing by ngth of	Paper and ruler	17. Students will be able to use ratios to make simple enlargements.
blic y and age rate Devise results.	Paper	18. Students understand the use of percentage to explain the results of polls and surveys.
me type of ample a he students d the per- and lost, ata. (To ng average,	Paper	19. Children can use percentage to figure relevant data.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
divide the number of hits by total times at bat. Bases on balls and sacrifice hits do not count.) For more practice, every week figure out what percentage of the class made perfect spelling scores, or only missed 1, 2, etc.	
20. Discuss how a nurse may use math: She may be asked to prepare a medicine for which the doctor tells her what percentage of each ingredient she should use.	20. Chil and
21. Discuss how the shopper must figure the cost per ounce or unit. Figure the number of servings from a pound of meat. Examples: (a) Stew meat (without bone or fat) - 4 servings per lb. Meat (with some fat and little bone) - 3 servings per lb. (b) Whole chicken - 29¢ lb. Cut-up chicken - 33¢ lb. (It only takes 3 minutes to divide a whole chicken.) Which would you buy?	21. Stud sever can shopp
22. Items labeled large, family, or economy size are not always the best buys. Examples: (a) 12 1/2 oz. can tuna - 73¢ 6 1/2 or 7 oz. can tuna - 37¢	22. Studen size i econom

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33¢ lb.
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buy?

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family, or
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una - 73¢
can tuna - 37¢

REFERENCES AND MATERIALS

GOAL STATEMENTS

20. Children recognize that doctors and nurses use mathematics.

21. Students will be able to list several ways that mathematics can help them be more careful shoppers.

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22. Students can determine which size items are the most economical.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
How would you get more for your money?		
(b) Compare the prices of a family size package of pudding and 2 small packages. Check the cost per ounce. (The family size package may not yield twice the amount of 2 small ones.)		
(c) Students compare size item prices used in their homes.		
23. Discuss buying the right item for its appropriate use. Example:		23. Stude vario
(a) Is it wise to buy grade A whole tomatoes if you are going to make them up in chili or sauces?		
(b) Compare the cost of buying your own cheese and shredding it as to buying the kind packed in small bags.		
24. Determine whether convenience products are more or less expensive than the kind made from scratch. Example:		24. Stude of va foods

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REFERENCES AND MATERIALS

GOAL STATEMENTS

23. Students can list uses for various grades of food items.

24. Students can determine the costs of various methods of preparing foods.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
(a) Figure the cost of baking a chocolate cake from scratch. Compare with the cost of a chocolate cake mix. (b) Compare the cost of boil-in-the-bag vegetables with regular frozen, canned, and fresh vegetables.		

GRADE 6 — LANGUAGE ARTS

CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 1 - INSTANT FRIENDSHIP, pp. 12-24

OBJECTIVES:

1. To develop an awareness that friendship and the ability to get along with others is a very important requirement for any job.

2. To create an understanding that we must learn to accept other people who may be different from ourselves.

CONCEPTS:

1. A child must learn to be co-operative when working with others.

2. A child must try to understand and respect another person who may have ideas different from his own.

UNIT 1 - INSTANT FRIENDSHIP, pp. 12-24

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	[illegible]
1. Dramatize the significant parts of the sotyr, "Instant Friendship", showing how Monty's and Mike's relationship grew.	Filmstrip: "Learning to Live Together" (4 strips and 2 records)	1. Children their re experien
2. Make a list of jobs in which the ability to get along with others is an important part of the job. Example: waitresses, sales people, athletes, social workers, doctors, etc. Have the children role play these jobs, depicting people who do not get along well with others. Then, have the class suggest ways to improve the situations. Class members may relate incidents in which they were treated courteously or discourteously.		2. Children to get a importan
3. The class writes their own ideas and opinions on "The Forcing of Friendship." Correlate it with the "Skill Lesson I, Using Punctuation and Other Aids". Also, correlate with English book.	"Skill Lesson I, Using Punctuation and Other Aids", Galaxies, pp. 27-34	3. Children about the opinions.

UNIT 1 - INSTANT FRIENDSHIP, pp. 12-24

ND	REFERENCES AND MATERIALS	GOAL STATEMENTS
ant parts Friendship", d Mike's	Filmstrip: "Learning to Live Together" (4 strips and 2 records)	1. Children will be able to relate their reading to their own experiences in living.
which the ith others the job. les people, s, doctors, role play people who with others. ggest ways ns. Class dents in courteously		2. Children recognize the ability to get along with others is important to many jobs.
own ideas rcing of it with ing ids". glish	"Skill Lesson I, Using Punctuation and Other Aids", Galaxies, pp. 27-34	3. Children can organize and write about their own ideas and opinions.

CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 2 - RUN FOR THE BLUE RIBBON, pp. 35-47

OBJECTIVES:

1. To create an awareness that in any activity or job it is the extra bit of effort that makes the difference.

CONCEPTS:

1. It isn't what happens to you that counts, but what you do with what you have left.
2. To overcome misfortune, concentrate on the abilities you have left.
3. When you really want to do something, you can do it by working hard at it.

UNIT 2 - RUN FOR THE BLUE RIBBON, pp. 35-47

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Class reads the biographies of people whose lives relate to the theme or topic being studied. Example: Use sports books to point out how that extra bit of effort makes the difference in obtaining a certain goal. Specific outlines could be followed for oral or written reports. Have the student personalize and project himself into the subject's life and experiences when giving the report.	Biographies	1. Children lives i bit of their g
2. Collect newspaper clippings, expecially from the sports page, illustrating how that extra bit of effort makes the diffeience.	Newspaper	2. Student importan
3. Discuss the role of reporters and editors on a newspaper.	Newspaper	3. Students activiti reporter
4. Boys evaluate sports pages and girls evaluate society pages of the newspaper. What stories are emphasized? Is the coverage adequate?	Newspaper	4. Students of mater newspape
5. Ask whether anyone would want to be a herpetologist. Have someone discover that it means - a person who studies snakes. Introduce the book, "A Snake-Lover's Diary".	A Snake-Lover's Diary - by Barbara Brenner	5. Children observati activiti

95 [redacted] 96

UNIT 2 - RUN FOR THE BLUE RIBBON, pp. 35-47

	REFERENCES AND MATERIALS	GOAL STATEMENTS
hies of te to the tudied. oks to point of effort obtaining fic outlines oral or the student himself and ex- the report.	Biographies	1. Children can list people whose lives illustrate how an extra bit of effort helped them reach their goals.
oings, orts page, extra bit fference.	Newspaper	2. Students recognize effort is important in reaching goals.
porters and	Newspaper	3. Students can list the job activities of editors and reporters.
ges and pages of tories are verage	Newspaper	4. Students recognize the variety of material reported by the newspaper.
d want to ve someone - a person troduce r's Diary".	A Snake-Lover's Diary - by Barbara Brenner	5. Children can record their observations of an animals activities.

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UNIT 2 - RUN FOR THE BLUE RIBBON, pp. 35-47 (continued)

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
Children can keep a similar journal about the [redacted]pets' habits. Include pictures, a glossary, and a bibliography.		

CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 3 - MARIA'S BIG EXPERIMENT, pp. 56-61

OBJECTIVES:

1. To make the children aware of the different kinds of magazines that are available to them, what kinds of information they contain, and to make them think about how the publisher could improve his magazine.

CONCEPTS:

1. Different magazines contain different kinds of materials.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Volunteers review and report on magazines readily available in the classroom or library. They should read several issues to determine subject content and regular features. Volunteers recommend how and when classmates should use the magazine. Also, each might tell what changes he would make in the magazine if he were publisher.	Magazines	1. Students and regu magazine
2. Discuss how Galaxies resembles a magazine.		2. Students between thology.
3. Correlate the above activities with "Skill Lesson II, Locating Information Quickly", Galaxie, pp. 64-70. Use a magazine that has an index. Provide practice in using an index by making assignments in the form of questions about which the pupils are to gather information.	Magazine, questions	3. Students locate i
4. Use activity 3 to locate and recognize the difference between fictional, nonfictional, and informational articles. Also, stress how the contents of Galaxies can be of help in locating these different kinds of writing.	Magazine, questions	4. Students locate f and info

UNIT 3 - MARIA'S BIG EXPERIMENT, pp. 56-61

	REFERENCES AND MATERIALS	GOAL STATEMENTS
eport on able in the They should determine ular ecommend should use ch might uld make ere	Magazines	1. Students can list subject content and regular features of various magazines.
sembles a		2. Students can list the differences between a magazine and an anthology.
ivities Locating alaxie, ine that practice king of he pupils on.	Magazine, questions	3. Students can use an index to locate information quickly.
and be- tional, les. ntents elp in t kinds	Magazine, questions	4. Students can use an index to locate fictional, nonfictional, and informational articles.

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CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 4 - AN ESKIMO BOY'S COURAGE, pp. 71-78 - THE GREAT ESCAPE TRICK, pp. 79-80

OBJECTIVES.

1. To develop an awareness and appreciation of folklore as a way of writing and learning abou other people.

CONCEPTS:

1. A legend is a particular type of writing - an old story, handed down from generation to generation, which is believed by many to be historically true.

UNIT 4 - AN ESKIMO BOY'S COURAGE, pp. 71-78 - THE GREAT ESCAPE TRICK, pp. 79-

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Set aside a part of the room as a reading corner. Explain that this part of the room will be for books, reading projects, displays and other activities related to reading.		1. Children read.
2. After reading "An Eskimo Boy's Courage", each pupil reads other folklore stories. The children prepare special studies and reports about the life and spirit of the people as revealed in such lore.	Folklore books in the classroom reading corner or borrowed from the Learning Resource Center	2. Children about es reading
3. Prepare charts of terms and concepts found in folklore books. A child may want to read extensively about one group of people and serve as a specialist in that area.	Paper	
4. Develop a version of the popular T.V. program, "You Are There", around "The Great Escape Trick", or, to develop this further, obtain a book on Houdini and dramatize a small section of it. Various committees are responsible for scripts for the production. The narration and dramatization takes place in the present tense	"Houdini's Great Escape Trick", Galaxies, pp. 79-80	4. Children writers producti

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- AN ESKIMO BOY'S COURAGE, pp. 71-78 - THE GREAT ESCAPE TRICK, pp. 79-80

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	REFERENCES AND MATERIALS	GOAL STATEMENTS
room as ain that ill be for , displays lated to		1. Children will be encouraged to read.
o Boy's ads The l studies ife and revealed	Folklore books in the classroom reading corner or borrowed from the Learning Resource Center	2. Children can list facts learned about early civilizations through reading their folklore.
and ore books. d ex- up of pecialist	Paper	
e popular There", e Trick", ther, i and on of it. responsible duction. tization ent tense	"Houdini's Great Escape Trick", Galaxies, pp. 79-80	4. Children recognize the role of writers and actors in T.V. productions.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
although the program may be depicting past events. The commentator has the key role of describing the events as they occured. Actors portray the incidents as they actually happened.		

CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 5 - SURREAL: 3000 AD, pp. 81-90

OBJECTIVES:

1. To develop an awareness that the television industry provides opportunity for making a living.

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UNIT 5 - SURREAL: 3000 AD, pp. 81-90

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
1. Use the sotyr, as the basis for a television show produced by the class. Responsibility for script writing, casting, staging, production, commercials, etc. should be delegated to committees or individuals. The children research their jobs so that they can do them as authentically as possible.		1. Children can list jobs required to produce a television story.

CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 6 - THE PEASHOOTER CAMPAIGN, pp. 93-111

OBJECTIVES:

1. To develop an awareness that various cultures have their own ways of acting and speaking.
2. To develop an understanding of writing a dialogue.

UNIT 6 - THE PEASHOOTER CAMPAIGN, pp. 93-111

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
The story, "The Peashooter Campaign", can be used to develop the following activities:		
1. Practice the accents involved in the story and discuss from where the characters may have originated, whether it be a section of the U.S. or some other country.		1. - 5. Chi app man fer
2. Try to relate the accents to present-day television characters or personalities.		
3. When dramatizing a meeting of the truckers or pushcart peddlers, the children relate voice quality, gestures and actions to their characters.		
4. Each child investigates the customs and culture of a particular character to find out why the character acts and speaks the way he does. Also, include how environment affects ways of living.		
5. Dramatize the panel discussion on television. Instruct the children to portray story characters as they think they should sound.		

UNIT 6 - THE PEASHOOTER CAMPAIGN, pp. 93-111

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REFERENCES AND MATERIALS

GOAL STATEMENTS

1. - 5. Children learn to appreciate actions and manners that may be different from their own.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
6. To correlate with English a group of students writes their own dialogue for a short skit relating to "The Pushcart War". Stress the correct use of quotation marks and show why correct quotation marks are necessary.		6. Students can write dialogue correctly.

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CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 7 - HOW YOU'LL TRAVEL IN OUTER SPACE, pp. 467-470

OBJECTIVES:

1. To develop an awareness of career areas in the space industry.
2. To develop an awareness of the impact of space exploration on industry.

UNIT 7 - HOW YOU'LL TRAVEL IN OUTER SPACE, pp. 467-470

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Discuss and list some products that would need to be altered for use in space travel or exploration.	1. Stu ada
2. Have all the members of your class be news reporters. Divide the class into groups and have each group concentrate on a specific industry or product which might need improvement. Example: tourist industry.	2. Chi pro
3. Research and write articles explaining how the senses may be affected by living in outer space. Example: (a) how a crowded spaceship might affect the senses. (b) how it feels to walk on the moon. The articles could be realistic, or they could be fantasies. The teacher may want to stress alliteration or personification.	3. Stu in fer
4. In order to recapture the dialogues and conversations of momentous events as they may have been, the students write compositions involving the imaginary dialects of two or more persons participating in the episode. The conversations should be read before the class with various students portraying the principals.	4. Stu con

UNIT 7 - HOW YOU'LL TRAVEL IN OUTER SPACE, pp. 467-470

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REFERENCES AND MATERIALS

GOAL STATEMENTS

1. Students can list products adaptable for space usage.

2. Children can list ways to improve specific industries.

3. Students can list the ways life in outer space could be different from life on earth.

4. Students can write conversation containing dialects.

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UNIT 7 - HOW YOU'LL TRAVEL IN OUTER SPACE, pp. 467-470 (continued)

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
5. Plan and develop an edition of your own classroom newspaper. Each reporter should proof read his own article before it is read by the editor.		5. Students understand some of the work of the editor and reporters.

CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 8 - THE MIDNIGHT VISITOR, pp. 116-120 - DISCOVERING THE SHAPE OF THE EARTH, pp. 121-126

OBJECTIVES:

1. To establish an appreciation for early man and his quest for accurate knowledge.
2. To create a deeper appreciation for books, scientific tools and instruments, proven experiments, and a vast body of knowledge which has been left for us to use.

CONCEPTS:

1. Wise men must look carefully at what they see.
2. They must ask questions and try to find logical answers.
3. Only through work can man attain his high goals which are for the good of all mankind.

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UNIT 8 - THE MIDNIGHT VISITOR, pp. 116-120 - DISCOVERING THE SHAPE OF THE EARTH, pp

TEACHER APPROACH AND PUPIL ACTIVITIES

1. Using the story, "The Midnight Visitor", the teacher intentionally changes certain key words of expressions. The alterations are in the form of erroneous places, dates, sayings, products, or significant terms and concepts. Becoming detectives, students locate and correct the errors.

2. Using the story, "Discovering the Shape of the Earth", as a guide, discuss the development, step by step, of man's theories and knowledge of the shape of the earth. Students explain how they first learned about the shape of the earth. Students try to imagine how living at various times in history would affect their knowledge.

REFERENCES AND MATERIALS

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MIDNIGHT VISITOR, pp. 116-120 - DISCOVERING THE SHAPE OF THE EARTH, pp. 121-126

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GOAL STATEMENTS

1. Students will understand that much work has already been done by early man to make our learning easier.

2. Children realize that man's knowledge is constantly changing.

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CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 9 - HOME FROM SCHOOL, pp. 128-137

OBJECTIVES:

1. To develop the idea that what often appears to be an impossible task may not prove difficult at all.

CONCEPTS:

1. A person should not admit failure before he has tried.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Visit the handicapped people at Goodwill Industries. Discover how they overcome their handicaps through work.	
2. Discuss or write original stories on why it would be necessary to adjust to some new type of situation, such as a handicap or moving to a new neighborhood.	
3. Correlate "Reading Skill Lesson III - Using a Library" by having the class find other books which deal with handicapped persons who have overcome their limitations.	Learning Resource Center "Reading Skill Lesson III - Using a Library", Galaxies, pp. 139-145

UNIT 9 - HOME FROM SCHOOL, pp. 128-137

CH AND CES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ped people ries. overcome rough work.		1. Children realize some people have been able to adjust to difficult situations.
riginal stories necessary to type of a handicap neighborhood.		2. Students can use their imagination to create and solve personal problems.
Skill Lesson ary" by having r books which ed persons who limitations.	Learning Resource Center "Reading Skill Lesson III - Using a Library", Galaxies, pp. 139-145	3. Students can use library skills to locate books about a specific topic.

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CAREER MOTIVATION GRADE 6 READING, GALAXIE

UNIT 10 - OF MICE AND MAXIMILIAN, pp. 146-157

OBJECTIVES:

1. To develop an insight into the work of a librarian.
2. To develop an understanding of the card catalog.

CONCEPTS:

1. A librarian has the job of arranging books in a library.
2. As a result of this arrangement books can be easily found in the library.
3. Maintaining the card catalog, a library aid, is an important part of a librarian's job.

UNIT 10 - OF MICE AND MAXIMILIAN, pp. 146-157

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Have the class collect other books by Mary Stolz. Use these books to prepare author, title, and subject cards to correlate with "Skill Lesson III - Using a Library", Galaxies, pp. 139-145.	The Bully of Barkham Street The Noonday Friends A Wonderful, Terrible Time	1. Given a card, a formati able to of card
2. Students prepare new index cards to replace the old, worn cards in the classroom library.	Index cards Filmstrip: "Hottest Spot in Town- Librarian" - 29c Film: "The Librarian" - 11 minutes	2. Childre

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UNIT 10 - OF MICE AND MAXIMILIAN, pp. 146-157

	REFERENCES AND MATERIALS	GOAL STATEMENTS
ther e these title, relate Using a 139-145.	The Bully of Barkham Street The Noonday Friends A Wonderful, Terrible Time	1. Given an author card, title card, and subject card information, students will be able to make and use each type of card correctly.
ex cards cards .	Index cards Filmstrip: "Hottest Spot in Town-Librarian" - 29c Film: "The Librarian" - 11 minutes	2. Children can make index cards.

CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 11 - SPACESHIP SANTA MARIA, pp. 162-172

OBJECTIVES:

1. To create an awareness of occupations which might be useful or beneficial to future space exploration and travel.
2. To develop an understanding of how some occupations will need to be altered for use in outer space.

CONCEPTS:

1. Working situations and conditions may change from those to which we are accustomed.
2. Reporters will be needed to relay space news events to the public.

UNIT 11 - SPACESHIP SANTA MARIA, pp. 162-172

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. The class prepares a list of all the job opportunities mentioned in the story, "Spaceship Santa Maria". Help the class develop a general idea of what each job involves.		1. Students useful o exploratt
2. Create then and now study designed to have the student make comparisons of events and life today with those of the past. In chart form, or under itemized topics using the chalkboard, he is to make direct comparisons of different periods of time. Stress the change of working situations then and now.	Chalkboard	2. Students working
3. Be a United Nations reporter and cover a space event.		3. Students for accu space ev

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UNIT 11 - SPACESHIP SANTA MARIA, pp. 162-172

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REFERENCES AND MATERIALS

Chalkboard

GOAL STATEMENTS

1. Students can list occupations useful or beneficial to space exploration.

2. Students can list changes in working conditions.

3. Students recognize the need for accurate reporting of space events.

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CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 12 - ALASKA'S PHANTOM SHIP, pp. 180-185
HOW ARTISTS LOOK AT THE WORLD, pp. 188-193
WHAT I WANTED TO SAY WAS....., pp. 440-443

OBJECTIVES:

1. To create in children an awareness for noting the correct sequence in a story.
2. To create in children an awareness for noting the main ideas of a story.
3. To develop an awareness that art reflects the artist and the world in which he lives.
4. To develop an understanding of the importance of honesty in reporting.

CONCEPTS:

1. A news broadcaster must use main ideas and sequence carefully to report the facts.
2. Integrity is important in all matters because of the way in which dishonesty mars one's own character and hurts others.
3. A good reporter, if writing about a disagreement, will tell both sides of the story.
4. A news editor sends reporters out to gather the news.

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UNIT 12 - ALASKA'S PHANTOM SHIP, pp. 180-185
HOW ARTISTS LOOK AT THE WORLD, pp. 188-193
WHAT I WANTED TO SAY WAS....., pp. 440-443

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. After the class has read "Alaska's Phantom Ship", develop together a news broadcast stressing the main ideas of the story and noting correct sequence of the events. Practice reading orally as a news broadcaster might do. (Use the attached map to trace the route, events and dates of the journey).	Filmstrip: "Using Language Correctly"- 32c	1. Given ma and sequ children a news b
2. As a follow-up activity, several children may prepare a news broadcast about the same news event or a school activity. Each student gives his broadcast orally while the rest of the class keep track of main ideas and sequence of each report. In a class discussion or evaluation, compare each broadcast noting the differences and similarities of the reporters. Also, note the personal point of view of each broadcaster.		2. Children could be inaccura
3. Students observe and compare the various news reporters on television. Students rank news reporters in order of preference. Make a list of the reasons for individual preferences.		3. Students cerning of news
4. Pupils think of situations in which eye witnesses to an event may obtain different points of view without		4. Pupils r versions eyewitne delibera

UNIT 12 - ALASKA'S PHANTOM SHIP, pp. 180-185
HOW ARTISTS LOOK AT THE WORLD, pp. 188-193
WHAT I WANTED TO SAY WAS....., pp. 440-443

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REFERENCES AND MATERIALS

Filmstrip: "Using Language Correctly"- 32c

GOAL STATEMENTS

1. Given main ideas of a story and sequence of events, children will be able to write a news broadcast.

2. Children will discover what harm could be done by the release of inaccurate information.

3. Students can make judgments concerning the accuracy and honesty of news reporting.

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4. Pupils recognize that different versions of an event as told by eyewitnesses are not necessarily deliberate lies.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
being intentionally dishonest.		
5. Create a work of art or drawing which reflects you and the world you live in. Discuss whether you would feel comfortable working in a building furnished in a certain type of art, for example: abstract, psychedelic, traditional. When you are considering a place of employment should this influence your decision?	Paper, crayons, paint	5. Given a [illegible] students
6. As a supplement to this unit, read "What I Meant To Say Was....", an entertaining article about the problems of a newscaster. Students with effective voices may try reading this article aloud for the class.		6. Pupils r[illegible] problems reportin[illegible]
7. Use the Public Address System to present a news summary of the front page of the newspaper. You may want to do this for the entire school. Stress objectivity, clarity, interest, and delivery. As the children perform these various activities, stress the work of a news editor who sends reporters to classrooms, to offices, and to individuals to gather news.		7. Students material

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UNIT 12 - ALASKA'S PHANTOM SHIP, pp. 180-185 (continued)
HOW ARTISTS LOOK AT THE WORLD, pp. 188-193
WHAT I WANTED TO SAY WAS....., pp. 440-443

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REFERENCES AND MATERIALS

Paper, crayons, paint

GOAL STATEMENTS

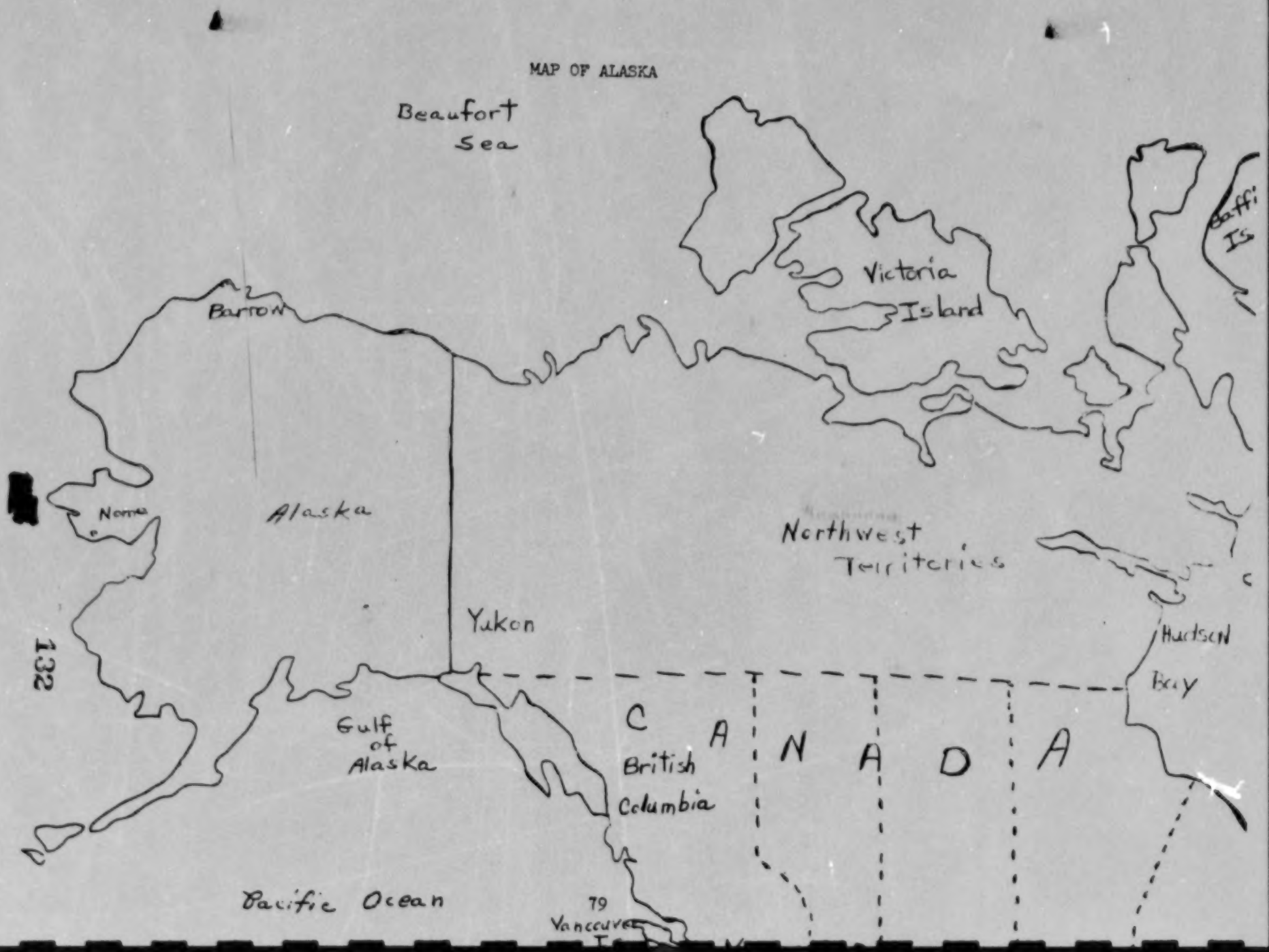
5. Given a list of artistic styles, students can list the differences.

6. Pupils recognize a few of the problems a newscaster has in reporting news.

7. Students practice summarizing material.

F. 130

F. 131


MAP OF ALASKA
Beaufort Sea
Victoria Island
Baffin Is.
Barrow
Nome
Alaska
Northwest Territories
Yukon
Hudson Bay
132
Gulf of Alaska
C A N A D A
British Columbia
Pacific Ocean
79
Vancouver I.

UNIT 12 - ALASKA'S PHANTOM SHIP, pp. 180-185 (continued)
HOW ARTISTS LOOK AT THE WORLD, pp. 188-193
WHAT I WANTED TO SAY WAS....., pp. 440-443

LIST OF SUGGESTED OCCUPATIONS

T.V. Commentator

Space Commander

Computer Technician-Computes speed and position

Radar Man - Tracks Spaceship

Captain

Astro-Navigator

Apprentice Spaceman

Astro-Biologist

U.N. President

U.N. Aide

Loudspeaker Voice - Countdown (Central Control Workers)

Astropilot

Ancient History Specialist

Mathematics Expert

Cosmic Geographer

Chief Physicist and Fuel Expert

Planet Geologist

Electronics Engineer

Computer Programmer

Fuel Pipeline Shiner

Algae Tank Changer

Expert Space Medical Aide

Welder

Meteor Holes Patcher

2nd Lieutenant

CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 13 - THE SILENT VALLEY, pp. 194-211

OBJECTIVES:

1. To create a greater awareness and appreciation of sound and silence in work and play.
2. To create the awareness in children of the need to establish in their own lives the proper ratio between sound and silence.

UNIT 13 - THE SILENT VALLEY, pp. 194-211

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Develop a comparison between Milo, a boy who never knew what to do with himself, and your own students. Discuss how, at times, we all become somewhat bored while taking for granted something as simple as sound or silence.	"The Silent Valley", Galaxie, pp. 194-211	1. Given an can list bored.
2. Read the story to see just how much each one of us does take sound and silence for granted. (Before reading you might want the class to prepare a list of sounds they do or do not appreciate.)		2. Each chi of pleas
3. In choosing a future occupation how might your likes and dislikes of sound and silence affect your choice?		3. Students or noisy
4. Have children consider their leisure time. Develop a list of ways they might establish a proper ratio between silence and sound.		4. Children of sound own lives

UNIT 13 - THE SILENT VALLEY, pp. 194-211

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REFERENCES AND MATERIALS

"The Silent Valley", Galaxie, pp. 194-211

GOAL STATEMENTS

1. Given an opportunity each child can list times when he was bored.

2. Each child can make his own list of pleasant and unpleasant sounds.

3. Students can list jobs in quiet or noisy surroundings.

4. Children can analyze the ratio of sound and silence in their own lives.

F. 136

CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 14 - GRAMMA'S FLOWERPOT, pp. 216-225

OBJECTIVES:

1. To develop an awareness that counseling is an occupation which lends itself to helping people with their problems.
2. To create an insight into the idea that all of us at sometime feel we live in an unjust world.
3. To develop the idea that in order to create any worthwhile project we must first learn to work together cooperatively.

CONCEPTS:

1. A counselor, teacher, or a friend may be able to help us solve our problems.
2. Many adults have problems similar to those of children.
3. People will usually find a solution to their problems when they learn how to work together and cooperate with one another.

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UNIT 14 - GRAMMA'S FLOWERPOT, pp. 216-225

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Develop a list of some of the problems that the children had in the story, "Gramma's Flowerpot". Example: (1) Being pushed off a swing by someone older than yourself. (2) Having no place to play. (3) Living in cramped quarters. (4) Being denied things that other children might have. Members of the class act as counselors and attempt to solve these problems. (Later the class may want to write their own personal problems on strips of paper to submit for counseling.)	Strips of paper	1. Students and sugge
2. Watch for problems in newspaper and magazine articles that are similar to those discussed in class. Note that adults and cities may have problems very similar to the child's. How are solutions being obtained?	Newspaper and magazine articles	2. Students adults and
3. Act out skits depicting problems being solved by people working together.		3. Pupils lea to solve p
4. Be a newspaper photographer and photograph neglected urban neighborhoods. The students write about their pictures. Pupils interested in photography might make a picture essay.		4. Pupils bec problems.

UNIT 14 - GRAMMA'S FLOWERPOT, pp. 216-225

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REFERENCES AND MATERIALS

Strips of paper

Newspaper and magazine articles

GOAL STATEMENTS

1. Students can analyze a problem and suggest solutions.

2. Students can list problems of adults and urban society.

3. Pupils learn people cooperate to solve problems.

4. Pupils become aware of local problems.

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UNIT 14 - GRAMMA'S FLOWERPOT, pp. 216-225 (continued)

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
5. Further on in Galaxies a study of editorials will be made. After that study, use the message taught in this story to attempt this activity: Write an editorial about a school situation that needs improvement, such as: (a) cleaner restrooms (b) beautifying the grounds (c) running in the halls (d) quiet study rooms	"Gertie the Scatterbrained Duck", Galaxies, pp. 434-439	5. Students to impro

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UNIT 14 - GRAMMA'S FLOWERPOT, pp. 216-225 (continued)

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REFERENCES AND MATERIALS

"Gertie the Scatterbrained Duck", Galaxies, pp. 434-439

GOAL STATEMENTS

5. Students can make suggestions to improve their environment.

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CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 15 - OUTLINING AS AN AID TO STUDY, pp. 227-238

OBJECTIVES:

1. To develop an insight into good advertising.

CONCEPTS:

1. The purpose of advertising is to sell the advertised item.

F. 142

UNIT 15 - OUTLINING AS AN AID TO STUDY, pp. 227-238

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Use the completed outline to launch a study of display ads in the newspaper.		1. - 3.
2. Try to sell something by writing an ad using the five fundamentals of good advertising: (a) Get attention through positive treatment. (b) Show people advantage of the product. (c) Create a need for the product. (d) Persuade people to buy the product. (e) Ask for action from the buyer (reader.)		
3. As a culminating activity to the unit on advertising, contact a local ad writer to help the children design newspaper ads and posters for the grocery stores.	Paints, poster paper	

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UNIT 15 - OUTLINING AS AN AID TO STUDY, pp. 227-238

AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
line to play ads		1. - 3. Children will be able to create some ads for a newspaper or posters using the five fundamentals of good advertising.
by writing fundamentals		
ough positive		
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the product. o buy the		
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CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 16 - VOLCANOES: WINDOWS IN THE EARTH, pp. 239-243

OBJECTIVES:

1. To develop an insight into Project Mohole and the work which it is attempting to accomplish.
2. To create an understanding for the need of better planning and construction methods in earthquake and volcano areas.

CONCEPTS:

1. A reporter must be careful to gather factual material when writing an educational article.

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UNIT 16 - VOLCANOES: WINDOWS IN THE EARTH, pp. 239-243

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Have a student investigate Project Mohole, a project in which scientists plan to drill under the Pacific Ocean for miles through the earth's crust to get a sample of the kind of hidden materials that lie at great depth beneath the ocean floor. 2. Be a reporter and use this story as a basis for an educational article. 3. Discuss how man must plan better for roads and buildings in earthquake and volcano areas. 4. Discuss how a reporter looks for news events and writes news articles.		1. - 4. Stud form educ mi[redacted] the

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UNIT 16 - VOLCANOES: WINDOWS IN THE EARTH, pp. 239-243

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REFERENCES AND MATERIALS

GOAL STATEMENTS

1. - 4. Students can collect information and write educational reports which might be of some value to the public.

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CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 17 - DOG OF POMPEII, pp. 244-253
THE PROBLEM OF THE GOLDEN CROWN, pp. 292-293
ISLAND OF THE BLUE DOLPHINS, p. 294
HUNTING THE GIANT DEVILFISH, pp. 295-309

OBJECTIVES:

1. To develop insight into the criteria for judging news interest.

CONCEPTS:

1. A feature editor writes human interest stories.

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UNIT 17 - DOG OF POMPEII, pp. 244-253
THE PROBLEM OF THE GOLDEN CROWN, pp. 292-293
ISLAND OF THE BLUE DOLPHINS, p. 294
HUNTING THE GIANT DEVILFISH, pp. 295-309

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Using the stories as illustrations, discuss the following reasons for news interest: magnitude, timelines, prominence, location, and human interest. Students and teacher collect news clippings for additional illustrations.	News clippings	1. Students qualities
2. Organize and conduct a "Who Am I"? game based on the story, "The Problem of the Golden Crown". Later base the game upon persons in the news.		2. Children interest stories.
3. Discuss how a feature editor might write and edit human interest stories. Give examples of feature stories: a lost pet, a one-boy orchestra, or a humorous happening. Find examples in the newspaper. What personal characteristics would a feature editor need to possess?		3. Students the pers of an in effective

UNIT 17 - DOG OF POMPEII, pp. 244-253
THE PROBLEM OF THE GOLDEN CROWN, pp. 292-293
ISLAND OF THE BLUE DOLPHINS, p. 294
HUNTING THE GIANT DEVILFISH, pp. 295-309

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REFERENCES AND MATERIALS

News clippings

GOAL STATEMENTS

1. Students can recognize the qualities of a good news story.

2. Children can select specific interesting facts from news stories.

3. Students will be able to list the personal characteristics of an individual who would be effective in this job.

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CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 18 - A CHINESE FAIRY TALE, pp. 255-266
THE FOX, THE ROOSTER, AND THE DOG, pp. 286-287
OVERSMART IS BAD LUCK, pp. 288-291

OBJECTIVES:

1. To develop an awareness of the necessity for using various styles of writing in a newspaper

CONCEPTS:

1. News editors must use various styles of writing.

UNIT 18 - A CHINESE FAIRY TALE, pp. 255-266
THE FOX, THE ROOSTER, AND THE DOG, pp. 286-287
OVERSMART IS BAD LUCK, pp. 288-291

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Rewrite these stories in each of the following styles: News story, editorial, and feature story. 2. Choose other familiar fables or nursery rhymes and repeat exercise 1.	Film: "A Newspaper Serves Its Community" - 15 minutes,c	1. Children write a as a new or a fea

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UNIT 18 - A CHINESE FAIRY TALE, pp. 255-266
THE FOX, THE ROOSTER, AND THE DOG, pp. 286-287
OVERSMART IS BAD LUCK, pp. 288-291

REFERENCES AND MATERIALS

Film: "A Newspeper Serves Its Community" - 15 minutes,c

GOAL STATEMENTS

1. Children will be able to re-write a fable or a nursery rhyme as a news story, an editorial, or a feature story.

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CAREER MOTIVATION GRADE 6 READING, GALAXIES

UNIT 19 - PEANUTS, p. 138
WHAT ARE THEY?, p. 276
JOKES, pp. 55, 279
THE SMITH FAMILY, p. 272
BRAIN TEASERS, p. 458

OBJECTIVES:

1. To establish the need for using punctuation correctly.

CONCEPTS:

1. The newspaper industry must use punctuation accurately to make meaning clear.

UNIT 19 - PEANUTS, p. 138
WHAT ARE THEY?, p. 276
JOKES, pp. 55, 279
THE SMITH FAMILY, p. 272
BRAIN TEASERS, p. 458

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
1. Clip and mount examples of the following types of comics: mystery, crime, adventure, "folksy", philosophy, hero, boys a boys and girls, and people like ourselves.	Comic Strips	1. Childr of com know t
2. Find and clip comics illustrating the various rules of punctuation. Mount on construction paper. Caption with a card giving the rule involved.	Comics, construction paper, file cards	
3. Bring a cartoon to class. Students study the major theme or idea and interpret the cartoon to class.	Cartoons	3. Student and rev paragra and pun
4. Repeat exercise 3 to make a booklet of cartoons. Are any devices in the form of symbols, signs, or slogans used to influence the reader?	Cartoons, construction paper	4. Student and rev paragra and pun
5. Draw cartoons illustrating some important problem, stressing accuracy in presenting social facts rather than accuracy in art.	Paper, pencils, crayons	5. Student techniq facts.
6. On the comic page of the newspaper, identify comics that are informative as well as intertaining.	Newspaper	6. Student comics.

UNIT 19 - PEANUTS, p. 138
WHAT ARE THEY?, p. 276
JOKES, pp. 55, 279
THE SMITH FAMILY, p. 272
BRAIN TEASERS, p. 458

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	REFERENCES AND MATERIALS	GOAL STATEMENTS
s of the ics: ure, hero, boys a ople	Comic Strips	1. Children can recognize a variety of comic strip types. Students know the rules of punctuation.
llus- les of con- ion with involved.	Comics, construction paper, file cards	
s. Students r idea and o class.	Cartoons	3. Students are able to interpret and rewrite a cartoon story in paragraph form using dialogue and punctuation correctly.
ke a booklet evices in the or slogans eader?	Cartoons, construction paper	4. Students are able to interpret and rewrite a cartoon story in paragraph form using dialogue and punctuation correctly.
ing some ssing social facts art.	Paper, pencils, crayons	5. Students can use cartoon technique to present social facts.
e newspaper, e in- tertaining.	Newspaper	6. Students can list informative comics.

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UNIT 19 - PEANUTS, p. 138 (continued)
WHAT ARE THEY?, p. 276
JOKES, pp. 55, 279
THE SMITH FAMILY, p. 272
BRAIN TEASERS, p. 458

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
7. Use comic strips in which the characters speak. Cut and paste the pictures of each strip vertically on a sheet of paper. Leave space to the right of the pictures for students to rewrite the story. Correlate with "Skill Lesson I: Using Punctuation and Other Aids", Galaxies, pp. 27-34. Students should correctly punctuate the dialogue shown in the "balloons", use paragraphs, and identify the speakers. Students may add descriptions necessary to write a complete, entertaining story.	Comic strips in which the characters speak	7. Studen a comi intere

UNIT 19 - PEANUTS, p. 138 (continued)
WHAT ARE THEY?, p. 276
JOKES, pp. 55, 279
THE SMITH FAMILY, p. 272
BRAIN TEASERS, p. 458

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REFERENCES AND MATERIALS

Comic strips in which the characters speak

GOAL STATEMENTS

7. Students can correctly rewrite a comic strip as a complete, interesting story.

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GRADE 6 — SCIENCE

CAREER MOTIVATION GRADE 6 SCIENCE

UNIT 1 - SCIENCE IN THE WORLD TODAY

OBJECTIVES:

1. To develop an awareness that a scientist's work is concerned with problem solving.
2. To create a problem-solving situation in which children can actually use the same steps that a scientist must use in his work.
3. To develop an insight into the work of a scientist and the importance of his work to society.

CONCEPTS:

1. The scientist tests his hypothesis by making observations and by doing experiments.
2. The scientist forms conclusions from his observations and experiments.
3. Disposal of wastes in a sanitary manner protects our health and is an important scientific aid to one of society's problems.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
1. Interview a scientist to determine important problems to be solved. Have class compare their ideas with those of the scientist. Attempt to solve one major problem. Search for information to help this process. Use "problem solving method" found in Today's Basic Science, teacher's guide, page 6.	Magazines, newspaper, see the teacher's guide, Today's Basic Science, page 6, column 1 for "problem solving method"	1. Childr proble method proces
2. Look in the daily newspaper for reports on the work of scientists and the problems they are solving.	Newspaper, Record: Journey to the Moon	2. Studen ledgea proble done t
3. Think of simple problems to illustrate the steps to problem solving using the scientific method. Let the children work out a problem and make a bulletin board display showing each step.		3. Studen explai tific
4. Visit the Water Treatment Plant at Lake Rockwell in Kent, Ohio. Obtain from them a map of the community. Locate the rivers and watersheds in the area. Trace the course of a local tributary and note how it will drain into a larger river and finally into lakes and oceans.	Map of North America and a map of the Akron District and its water supply	4. Studen long r treatm

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
t to de- oblems class with those ttempt to lem. Search elp this em solving ay's Basic uide, page 6.	Magazines, newspaper, see the teacher's guide, Today's Basic Science, page 6, column 1 for "problem solving method"	1. Children will be able to solve problems by using the scientific method and scientific inquiry process.
wspaper for of scientists y are solving.	Newspaper, Record: Journey to the Moon	2. Students will become knowledgeable of today's scientific problems and the research being done to find the solution.
blems to to problem ientific ildren work ke a bulletin g each step.		3. Students will be able to list and explain the steps in the scientific method.
tment Plant at t, Ohio. ap of the com- rivers and ea. Trace l tributary drain into a ally into	Map of North America and a map of the Akron District and its water supply	4. Students will understand the long range effect of the water treatment plant.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
5. Make a list of scientific facts. Make another list of statements which are accepted as facts, but which really fall short of being factual. What would have to be done before each of these statements could be considered a fact by a scientist? Use little-known facts, facts which seem to be false, etc. to make it interesting. Have the children bring in facts and let the class decide whether they are acceptable or not. Then display your facts on the bulletin board adding new ones as they are brought in.	Newspaper, magazines, encyclopedia	5. Childre "facts" adequat them.
6. Make a bulletin board display explaining the various forms of water treatment: coagulation, sedimentation, filtration and aeration. Let the children draw pictures and write short reports to explain the process for the display.	Encyclopedia	6. Childre the var plant p
7. Have the children make their own filtering system. Suggest that they use a transparent container so that they may observe layer of gravel on the bottom and the layer of sand on top. Pour dirty water in top and observe how it is cleaned as it passes through the filter. Encourage the children to think of ways to improve their filter system and compare it to one found in an actual water treatment plant.	Encyclopedia	7. Childre filterin clean i

AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
ific facts. statements facts, but rt of being have to be hese state- ered a fact little-known em to be false, esting. Have facts and whether they . Then dis- e bulletin as they are	Newspaper, magazines, encyclopedia	5. Children will learn to accept "facts" only if there is adequate proof to substantiate them.
display ex- forms of ulation, tion and ildren draw ort reports for the	Encyclopedia	6. Children will be able to explain the various water treatment plant processes.
their own ggest that container rve layer of nd the layer dirty water it is hrough the children to ve their filter to one found ent plant.	Encyclopedia	7. Children can observe how the filtering of water helps to clean it.

CAREER MOTIVATION GRADE 6 SCIENCE

UNIT 3 - LOOKING INTO MAGNETS

OBJECTIVES:

1. To develop an understanding of the purpose and operation of the United States Coast and Geodetic Survey.

2. To develop an understanding of how to find an angle of declination.

3. To develop an appreciation of how the telegraph system works and how electromagnets are us in telegraphs.

4. To develop an awareness of the many ways magnets may be used.

CONCEPTS:

1. The Survey's main job is to gather information about the earth and sea and to publish it i tables and maps useful to water and air navigation.

2. Magnetic declination varies from place to place on the surface of the earth.

3. Electromagnets are ideally suited for use in the telegraph because their magnetism can be turned on and off.

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CAREER MOTIVATION GRADE 6 SCIENCE

UNIT 4 - ROCKETS AND SPACE TRAVEL

OBJECTIVES:

1. To develop an awareness that technological changes eliminate and create jobs.
2. To develop an understanding that supply and demand help determine career choice.
3. To create an understanding that rocketry rests largely on findings and principles that have been handed down through the years.
4. To develop an interest in construction and design of aircraft.

CONCEPTS:

1. Sir Isaac Newton's work has made possible the launching of rockets and orbiting satellites.
2. Multi-staged rockets are able to travel at much greater speeds than single-stage rockets.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
1. Students should investigate the work of Leonardo de Vinci, Sir Isaac Newton, Robert H. Goddard, Hermann Oberth, Fritz von Opel, Eugene Sanger, Wernher von Braun. Make reports and develop a bulletin board display concerning these men and their work in science.	Encyclopedia Filmstrip - "How An Astronaut Lives in Space" Film - "Frontiers in Space - Exploring The Universe"	1. Childr portan
2. Investigate the work of a parachute jumper.	Different types of cloth, string, or rope, small doll-type figure, small harness structure, and several different weights	2. Studen parach
3. Experiment with various exhaust nozzles and how they influence the flight of the jet-propelled balloon.	Aluminum foil, 3 balloons, glue, see page 124 of textbook	3. Studen an envi
4. Have the class design and make different types of paper aircraft and test stabilization in front of a fan or wind tunnel.	Paper and fan	4. Childr a wind
5. Ask a private plane owner to talk to the class.		5. Childr plane c
6. Take a field trip to the airport and observe landings and take off procedure.		6. Student take of
7. Visit Goodyear Aerospace in Akron where the Echo satellites were built.		7. Childr volved satelli

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UNIT 4 - ROCKETS AND SPACE TRAVEL

REFERENCES AND MATERIALS	GOAL STATEMENTS
Encyclopedia Filmstrip - "How An Astronaut Lives in Space" Film - "Frontiers in Space - Exploring The Universe"	1. Children will realize the importance of our space scientists.
Different types of cloth, string, or rope, small doll-type figure, small harness structure, and several different weights	2. Students learn about a parachutist's work.
Aluminum foil, 3 balloons, glue, see page 124 of textbook	3. Students can do work tasks of an environmental lab technician.
Paper and fan	4. Children can do simple tasks of a wind tunnel lab technician.
	5. Children learn how a private plane owner maintains his plane.
	6. Students can explain landing and take off procedure.
	7. Children appreciate tasks involved in manufacturing the satellite.

CAREER MOTIVATION GRADE 6 SCIENCE

UNIT 5 - CONSERVATION, A WAY OF LIFE

OBJECTIVES:

1. To develop an insight into the work of the many federal agencies and individuals involved in conservation.
2. To create in the children a desire to do something about a conservation problem.
3. To develop an awareness of the true value of our forest resources.
4. To develop comprehensive views of the conservation work being done in Ohio.

CONCEPTS:

1. The erosion of wind and water carries away topsoil.
2. Topsoil is protected through soil conservation practices.
3. Soil scientists (pedologists) have developed various ways of classifying soil, such as (1) by the size of the soil particles, and (2) by the amount of lime in the soil.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Have the children gather and display information on different agencies concerned with conservation such as the Tennessee Valley Authority, National Park Service, Soil Conservation Service, Fish and Wildlife Service, Reclamation Bureau, Forest Service, etc. After the information is gathered, have the children select one specific job in conservation which interests them, and write a report on it.	Write to the various agencies for information, resource person: B.L. Stabo-Conservation and the Metropolitan Park	1. Children with the servatio
2. Discover the work tasks of a pedologist (a soil scientist). Have the children do as many of his activities as they can. Example: testing soil for acidity.	Encyclopedia, purchased soil-testing kit	2. Students the jobs
3. Interview a county agriculture agent or some other individual who is concerned with soil, water, and wildlife conservation in your area. Investigate his job, discover what the most pressing conservation problems are, why they have become critical and what is being done about them.	Staff of Outdoor Education Filmstrips - "Pollution Sets" Films: "Fresh Out of Water" "Conserving Our Natural Resources" "The Forest" "Introduction to Forest Adventuring" "Nature's Half Acre" "Ohio Wildlife" "Our Land-Its Many Faces" "Our Vanishing Wildlife"	3. Children problems
4. Visit an experimental farm or station and find out what research is being done to solve conservation problems.		4. Pupils b conserva done on

UNIT 5 - CONSERVATION, A WAY OF LIFE

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REFERENCES AND MATERIALS	GOAL STATEMENTS
Write to the various agencies for information, resource person: B.L. Stabo-Conservation and the Metropolitan Park	1. Children will become familiar with the work of various conservation agencies.
Encyclopedia, purchased soil-testing kit	2. Students will be able to list the jobs a soil scientist does.
Staff of Outdoor Education Filmstrips - "Pollution Sets" Films: "Fresh Out of Water" "Conserving Our Natural Resources" "The Forest" "Introduction to Forest Adventuring" "Nature's Half Acre" "Ohio Wildlife" "Our Land-Its Many Faces" "Our Vanishing Wildlife"	3. Children can list the conservation problems in their own community.
	4. Pupils become familiar with the conservation research being done on an experimental farm.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
5. After a heavy rain have the students explore the school ground and other nearby places. They may notice places where soil has been washed away. Let Students plan and carry out ways to stop the runoff erosion.		5. Students servatio way to c
6. Talk with a forest ranger, forest lookout observers, or other individuals who have first hand information about forest conservation. Discover what they do in their jobs.	Write to the U.S. Forest Service, Department of Agriculture, Washington, D.C. for free materials	6. Students servatio
7. Visit a sawmill to watch logs being sawed and see how trees are selected, cut down and trimmed for use.		7. Students with the
8. Have the children guess the value of a large tree ready to be cut. Find the actual value. Have the children think of what things they could buy with the money the tree represents. The results could be shown on a bulletin board display.		8. Children monetary tree.
9. hen studying reforestation have he children plant some trees on he school grounds, if possible. ave them consider these questions:		9. Children conserva planning in conse

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REFERENCES AND MATERIALS

Write to the U.S. Forest Service, Department of Agriculture, Washington, D.C. for free materials

GOAL STATEMENTS

5. Students can recognize a conservation problem and plan a way to correct it.

6. Students can list forest conservation efforts.

7. Students will become familiar with the operations of a sawmill.

8. Children will understand the monetary value of a single tree.

9. Children will become involved in conservation and recognize that planning ahead is very important in conservation work.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
(1) What is the type of soil? (2) What trees grow best in this soil and climate? (3) Are there any species of trees susceptible to diseases in this area? (4) What trees would enhance the beauty of this area? (5) How many trees should be planted? Where? How far apart? (6) Are all the requirements for the selected trees available in this area? Point out that these are questions which must be considered in re-forestation.		
10. Have the pupils plan and make a conservation map of their state. The following are examples of what may be shown on the map: state parks, game refuges, fish hatcheries, significant forest areas, areas where reforestation is in progress, coal, flood control projects, mineral and petroleum deposits, serious erosion areas, also: parts of adjacent states, rivers, lakes, major cities. This map will involve considerable group work and problem-solving arithmetic, including scale, geography, and map study to determine location and distances. When the map is finished, individual pupils may prepare informal talks to describe what the	Large white wrapping paper. Let the class decide what to use - paint, crayons, yarn, 3-dimensional models, etc. Many highway maps contain information of considerable value in constructing the map	10. Student vation

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AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
of soil? est in this cies of trees eases in this enhance the ea? ould be planted? art? rements for the ilable in this are questions red in re-		
and make a heir state. mples of the map: ages, fish nt forest forestation flood control petroleum ion areas, nt states, cities. This derable group ing arithmetic raphy, and map cation and ap is finished. prepare in- be what the	Large white wrapping paper. Let the class decide what to use - paint, crayons, yarn, 3-dimensional models, etc. Many highway maps contain information of considerable value in constructing the map	10. Students can list the conservation efforts in their state.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
map shows. The talks should not be memorized. The map may be used as a summary of the chapter.		
11. The students research the meaning of ecology and new job openings in this field.		11. Children can list the new occupations in ecology.

CAREER MOTIVATION GRADE 6 SCIENCE

UNIT 6 - ANIMALS - THEIR GROWTH AND DEVELOPMENT

OBJECTIVES:

1. To provide a familiarity with animals and the major animal classifications based on structures. This knowledge is vital in careers such as animal training, veterinarians, zoo keepers, animal handlers, and safari guides.

2. To create a situation in which every pupil has a chance to study a living animal in depth and to compile his findings in an orderly fashion.

3. To give the children practice in constructing science equipment.

CONCEPTS:

1. The modern system of classifying animals is based on the similarities and differences in their structure.

2. Animals are divided into large divisions-invertebrate and vertebrate.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Make animal classification picture books. Have each child collect as many different animal pictures as he can. Tell him to classify and mount them on pages starting with the vertebrates and invertebrates and then subdividing them according to subdivisions being studied. Have him label the pictures, name the groups and include a short description of each group's characteristics.	Animal pictures from magazines, newspaper, cereal boxes	1. Student with th and whi group. work ta
2. Have each child draw an imaginary animal. Encourage the class to use their imaginations. Let them decide into which classification group their animal would fit. If you wish, you may collect all of the drawings and let the class devise its own classification system for their "new" animals.	Paper, crayons, paint	2. Student the pro classif
3. As a class project, build an incubator and hatch some chicken or duck eggs.	The directions for building the incubator are on pages 215 and 216 of Today's Basic Science, wooden box, inside insulation, such as aluminum foil, 1 or 2 light bulbs and sockets, thermostat, hardware, cloth or screen, thermometer	3. Students tasks of

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UNIT 6 - ANIMALS - THEIR GROWTH AND DEVELOPMENT

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REFERENCES AND MATERIALS

Animal pictures from magazines, newspaper, cereal boxes

Paper, crayons, paint

The directions for building the incubator are on pages 215 and 216 of Today's Basic Science, wooden box, inside insulation, such as aluminum foil, 1 or 2 light bulbs and sockets, thermostat, hardware, cloth or screen, thermometer

GOAL STATEMENTS

1. Students will become familiar with the various animal groupings and which animals belong in each group. Students recognize the work tasks of a zoologist.

2. Students become familiar with the process and problems of classifying animals.

3. Students will be able to do the tasks of a farmer.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
4. Visit the National Science Museum in Cleveland to observe exhibits of birds, mammals, fossils of fish. Exhibits are devoted to the interpretation of the natural history of the Cleveland region, with special exhibits of armored fish and sharks found in Ohio shales, and a 70-foot mounted Ohio dinosaur.	Natural Science Museum 10600 East Boulevard Cleveland, Ohio	4. Children the care natural
5. Visit the Cleveland Aquarium to observe exhibits of marine and fresh water plants and animals of the world. A display is devoted to the development of life in water.	Cleveland Aquarium Lake Shore Memorial Freeway off East 72nd Street in Gordan Park Cleveland, Ohio	5. Children the care aquarium

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	REFERENCES AND MATERIALS	GOAL STATEMENTS
nce Museum exhibits ils of fish. the inter- l history , with ored fish o shales, and dinosaur.	Natural Science Museum 10600 East Boulevard Cleveland, Ohio	4. Children will become aware of the careers available in a natural science museum.
arium to ine and animals y is de- t of life	Cleveland Aquarium Lake Shore Memorial Freeway off East 72nd Street in Gordan Park Cleveland, Ohio	5. Children will become aware of the careers available at an aquarium.

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UNIT 7 - YOUR LIVING BODY

OBJECTIVES:

1. To develop an understanding of the health and safety services of the American Red Cross.
2. To develop an awareness of the services provided by the Public Health Service.
3. To create an awareness of the many new materials being used as artificial parts in the human body and of their manufacture.
4. To develop an awareness of some of the problems doctors face and how they attempt to solve them.
5. To develop an understanding of how the various organ banks operate.

CONCEPTS:

1. The Public Health Service works with state and local agencies to control disease and provide health education and services.
2. Through its health and safety services, the American Red Cross conducts an extensive program of instruction in home nursing, first-aid, swimming, and water safety.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Invite a Red Cross representative to talk to the class about his job and simple first-aid treatment.		1. Childre of a Re
2. Discover how the Public Health Service serves the community, the state and the country. Display newspaper and magazine articles concerning it.	Write to the Public Health Service for information, encyclopedia, newspapers, magazines	2. Childre of the
3. Investigate materials which are being used for the new "replacement parts" in the human body, such as plastic tubing, steel plates, etc. Find out who manufactures these products.	Look for magazines and newspaper articles about heart transplants. Magazine and newspaper articles are probably the best sources for up-to-date information. The Operating Room - Franklin Watts supplier	3. Childre about t used in they we
4. Determine some of the problems doctors are having with heart transplants. Example: tissue rejection. What is being done to solve these problems.	Look for magazines and newspaper articles about heart transplants	4. Childre scienti solve t
5. Have a few students investigate the various organ "banks" such as the eye bank. Find out how they are run, etc.	Write to the various banks in your area for information. Magazine and newspaper clippings	5. Childre operati such as
6. Visit the Cleveland Health Museum to observe exhibits showing the workings of the human body and dramatizing means and advantages of maintaining good health. Special features are "Juno, the Talking, Transparent Lady" and electronic "Brain".	Cleveland Health Museum 8911 Euclid Avenue Cleveland, Ohio	6. Childre the care health m

UNIT 7 - YOUR LIVING BODY

ND	REFERENCES AND MATERIALS	GOAL STATEMENTS
resentative bout his id treatment.		1. Children can list the activities of a Red Cross representative.
c Health munity, the Display articles	Write to the Public Health Service for information, encyclopedia, newspapers, magazines	2. Children can list the activities of the Public Health Service.
which are "replacement dy, such as plates, etc. res these	Look for magazines and newspaper articles about heart transplants. Magazine and newspaper articles are probably the best sources for up-to-date information. The Operating Room - Franklin Watts supplier	3. Children will be able to learn about the new materials being used in the human body and how they were developed.
problems heart tissue ing done .	Look for magazines and newspaper articles about heart transplants	4. Children will understand how scientists and doctors work to solve their problems.
vestigate s" such as how they	Write to the various banks in your area for information. Magazine and newspaper clippings	5. Children will understand the operation of the organ banks, such as the eye bank.
lth Museum wing the ody and dvantages lth. Special Talking, lectronic	Cleveland Health Museum 8911 Euclid Avenue Cleveland, Ohio	6. Children will become aware of the careers available at a health museum.

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CAREER MOTIVATION GRADE 6 SCIENCE

UNIT 10 - ATOMIC ENERGY FOR POWER AND PEACE

OBJECTIVES:

1. To establish an awareness that atomic energy has many beneficial, peaceful uses.
2. To develop an understanding of the Atomic Energy Commission; its purpose, its membership, its function, etc.
3. To develop an understanding of the operation of a Geiger Counter.
4. To develop an understanding of what radioisotopes are and how they are used.
5. To develop an awareness of different atomic structures, their likenesses, and differences.

CONCEPTS:

1. Atomic energy is not always destructive; it has many beneficial uses.
2. The Atomic Energy Commission controls and develops the nation's atomic-energy work and research.
3. Radioisotopes are radioactive isotopes which are often used as "tracers" in medicine, in industry, and in agriculture.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
1. Make a list of peaceful uses of atomic energy. Atomic energy has the following uses: generating electricity, operating ships, subs, aircraft, space vehicles, study of plant and animal growth, treating diseases, in industry for tracing leaks, diagnosing assembly-line imperfection. Divide the class into groups to study each topic. Prepare a display for parents or other classrooms showing these applications of nuclear fission to improve man's life.	Encyclopedia, magazine and newspaper articles	1. Childr many o is use
2. Have a group of children investigate the Atomic Energy Commission to determine its purpose, its function, its membership, etc. Have the group report to the class. Example: Literature from the Commission, pictures, charts, filmstrips, etc.	Write to the Atomic Energy Commission Educational Service Branch, Washington, 25, D.C. Clippings from newspapers, and magazines	2. Childr main c Energy (a) Wh wo me Wh wo
3. Have someone who uses a Geiger Counter explain how it works and what he uses it for.		3. Childr Counte

UNIT 10 - ATOMIC ENERGY FOR POWER AND PEACE

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REFERENCES AND MATERIALS

Encyclopedia, magazine and newspaper articles

Write to the Atomic Energy Commission Educational Service Branch, Washington, 25, D.C.
Clippings from newspapers, and magazines

GOAL STATEMENTS

1. Children will be able to explain many of the ways atomic power is used beneficially.

2. Children will be able to list the main characteristics of the Atomic Energy Commission. For example:
   (a) What educational training would be necessary for a member of this Commission? What qualities of character would be necessary?

3. Children will learn how a Geiger Counter works and how it is used.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
4. Have the children make reports on radioisotopes, explaining how they are used as "tracers" in medicine, agriculture, and industry. (a) An effective bulletin board display could be made showing the uses of radioisotopes. (b) Keep a file of news clippings that explain the use of radioisotopes in medicine, agriculture, and industry.		4. Children isotopes agricult
5. Make models depicting different atomic structures in preparation for a possible tour of a laboratory or presentation by a chemist.		5. Children about th chemist.

UNIT 10 - ATOMIC ENERGY FOR POWER AND PEACE (continued)

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GOAL STATEMENTS

4. Children can list how radio-isotopes are used in medicine, agriculture, and industry.

5. Children will be able to learn about the activities of a chemist.

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GRADE 6 — SOCIAL STUDIES

UNIT 4 - NORTH AFRICA AND THE MIDDLE EAST TODAY

OBJECTIVES:

1. To develop an understanding of how a state of change in North Africa and the Middle East has affected the work of the people.
2. To create an understanding of how one large industry suited to an area has an effect on the work of the people.
3. To develop an awareness that many new jobs are often created in the process of solving a problem.
4. To develop an awareness that in many parts of the world an individual does the kind of work available where he lives.
5. To develop an awareness that some individuals live in a particular geographical location due to the nature of their work.
6. To develop the understanding that Israel is overcoming many problems in adapting to an unfavorable environment.

CONCEPTS:

1. Old ways persist, but an increasing number of people now work in cities.
2. A city man is more likely to try something new than a village man.
3. A city man must live entirely on the money he earns.
4. The oil industry finds revenue to finance new methods of obtaining water and to build hospitals, schools and other industries.
5. A shortage of water is the main problem of all the North Africa and the Middle East countries.

CONCEPTS:

6. Advanced technology helps raise the standard of living.

7. Many cultures develop special crafts.

8. The rate of change is slow for regions with little education.

9. Israel is an example of how a society can progress more rapidly by making the best use of its land, technology, inguenuity, and resources.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Have each child make a drawing using small pictures and labels which compares life in the village of Balgat before and after the building of the road from Anakara. Then stress how "work" was changed. Depict the people at work before and after the change. A large mural could be developed from this activity.	Original pictures, magazines, paper, crayons, paint, butcher paper. The Changing Old World, pp. 45-46	1. Children job oppo concentr each per contribu society.
2. Have the children create and dramatize a play of how the changes at Balgat would affect the villagers' lives at work and play.		2. Children job oppo concentr each per contribu society.
3. After a discussion on how the change affects "work", have the children use the pictures from the chapter plus their own chart (#1) to compile a list of types of work now available after the change. Jobs would now be available in the following: electric company factory water company radio or TV station transportation company clothing or shoe industry department store construction company telephone company law firm cement company		3. Children availabl ization.

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REFERENCES AND MATERIALS

Original pictures, magazines, paper, crayons, paint, butcher paper. The Changing Old World, pp. 45-46

GOAL STATEMENTS

1. Children will become aware that job opportunities grow with the concentration of people and that each person in every job is a contributing member to his society.

2. Children will become aware that job opportunities grow with the concentration of people and that each person in every job is a contributing member to his society.

3. Children can list job opportunities available as a result of urbanization.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
electric motors manufacturer steel mills education, etc.		
4. Discuss the advantages and disadvantages of life before and after the change. Have the children write which way of living they would prefer and why.	Filmstrips - "The Middle East" "Arabian Children" "Iran - Between Two Worlds" "Our Big Round World" " The Nile - The World's Longest River" "Egypt - Republic on the Nile" "Resources and Manufacturing" "World Trade and Trade Routes" Films - "Desert Nomads of French Morocco" "The Big Road" (Road Construction)	4. Children and disa fashione suburbia
5. Discuss how both types of living would affect their lives in relation to family and recreation. How would it affect their opportunity for travel, type of clothing available, homes, food, and education?		5. Children ization recreati
6. List the recreational opportunities available in the neighborhood, city and state. Discuss the child's responsibility to use these facilities with care.		6. Children provided recreati

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REFERENCES AND MATERIALS	GOAL STATEMENTS
Filmstrips - "The Middle East" "Arabian Children" "Iran - Between Two Worlds" "Our Big Round World" " The Nile - The World's Longest River" "Egypt - Republic on the Nile" "Resources and Manufacturing" "World Trade and Trade Routes" Films - "Desert Nomads of French Morocco" "The Big Road" (Road Construction)	4. Children can list the advantages and disadvantages of old-fashioned village and modern suburbian life.
	5. Children can list how modernization affects family life and recreation.
	6. Children can list the opportunities provided by the community for recreation.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
7. Investigate the importance of learning to read by noting how a city man must depend on reading in the following situations: catching a bus driving a car dealing at a local store understanding directions and labels enjoying a newspaper (sports, fashion, travel)		7. Children reading
8. Make a large chart or bulletin board display depicting how Europeans depend upon Middle Eastern oil. Example: heating homes, running cars.	Encyclopedia, magazine, pictures Pamphlet - The Story of Oil	8. Students Eastern portant
9. Make a chart showing (1) the various methods of transportation of oil, and (2) the knowledge needed for obtaining oil from the ground. Stress the new jobs created by this industry - finding and producing petroleum, refining it, transporting crude oil, bringing petroleum products to your town, building electric power plants.	Encyclopedia Pamphlet - The Story of Oil - Oilmen-Franklin Watts (supplier)	9. Children availabl
10. Make a chart or display showing how the oil industry affects the trade and the economy of the country.	Magazines Ask university students from Kuwait or the Middle East if they would talk to the class or be interviewed	10. Children the oil veloped

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nce of ing how on g		7. Children can list daily uses of reading ability.
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ulletin how iddle cars.	Encyclopedia, magazine, pictures Pamphlet - The Story of Oil	8. Students can list why the Middle Eastern countries are so important economically to Europe.
) the sportation owledge needed the ground. ated by this producing , trans- ging your town, plants.	Encyclopedia Pamphlet - The Story of Oil - Oilmen-Franklin Watts (supplier)	9. Children can list job opportunities available due to the oil industry.
showing ffects the of the	Magazines Ask university students from Kuwait or the Middle East if they would talk to the class or be interviewed	10. Children can list the effects of the oil industry on an undeveloped country.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
The recent dramatic changes that have taken place in Kuwait are an excellent example of how the oil industry can greatly affect a country's economy. Have the children do research on Kuwait.		
11. Visit an oil company.		11. Children operatic and the availabl
12. Investigate the problem of a shortage of water. How, through technical knowledge and education, can this problem be solved? Trace the steps and show how solving a problem (through science) creates more jobs.	Cardboard, various shaped boxes, construction paper, clay	12. Children portunit the wate arid reg
13. Compare traditional special crafts of the Middle East to those of the United States now. Compare our early jobs with theirs.		13. Children cultures
14. Have the class try to solve the health problems existing in Egypt. Develop the idea that what is needed are more workers with knowledge in medicine, more workers with knowledge of food production and, in general, more educated people.		14. Children type of prove a educatio these wo

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	REFERENCES AND MATERIALS	GOAL STATEMENTS
nges that ait are an the oil fect a the Kuwait.		
		11. Children will understand the operation of an oil company and the job opportunities available.
of a through education, ved? Trace olving a) creates	Cardboard, various shaped boxes, construction paper, clay	12. Children can list the job opportunities created by solving the water shortage problem of arid regions.
cial crafts ose of Compare rs.		13. Children can list how different cultures develop special crafts.
lve the in that workers ne, more f food al, more		14. Children will be able to list the type of workers necessary to improve a nation's health, and the education necessary to perform these work tasks.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
15. Make a model or display of the Suez Canal and show its effect on the economy and trade of the Middle East.		15. Childre of the of the
16. Make a table display map of Syria and Iraq depicting their oil and water problems. Stress how the Syrian government "makes a living" from this situation.	Construction paper, cardboard box, sand or gravel	16. Childre problem Syria f
17. Investigate how Lebanon "makes a living" in spite of having no great natural wealth.	Encyclopedia	17. Childre promote of idea
18. Problem-How can Israel, a country with very little farm land, produce enough food to feed its people? Have children think about the problems first. Then divide the class into committees, with each committee gathering information on one topic, such as Israel's financial status, educational level, foreign relations, mineral resources, etc. Develop a simulated lesson to solve the problem.	Encyclopedia, books on Israel	18. The cla a logic based o problem

AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
lay of the its effect rade of the		15. Children can list how the control of the waterways enables control of the trade.
map of Syria eir oil and es how the kes a living"	Construction paper, cardboard box, sand or gravel	16. Children can explain how the problems solutions benefited Syria financially.
on "makes f having no	Encyclopedia	17. Children can list how trade promotes progress, an interchange of ideas, and interdependence.
l, a country land, produce ts people? bout the divide the , with each nformation on rael's financial evel, foreign sources, etc. esson to solve	Encyclopedia, books on Israel	18. The class should be able to reach a logical and reasonable solution based on their research of the problem stated.

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
19.	Post a picture of a building or a road under construction. Include pictures of specialists who work on the building of the road. How are the workers interdependent? Visit the construction site to see the interdependence in operation.	Magazines, pictures, newspaper pictures	19. Childr people pend o
20.	Help the children understand that some of the sheiks of Saudi Arabia shared their wealth with their people. Develop the following points: (1) How did the sheik share his wealth? (2) How do countries share their wealth? (3) How can individuals share? Use news clippings to find examples for #2. For #3, the class could start a letter writing campaign to a rest home, children's hospital or servicemen. Stress that in order to share their experiences, they must have worked learning how to read and write, etc. These are their skills.	Newspaper clippings	20. Childr and th can be used t who ar
21.	Investigate the date growing business in California and Arizona and the efforts which have been made to cultivate the trees in the U.S. Draw the tree and show how each part of the tree has a useful purpose.	Encyclopedia	21. Childr knowle industi

ND	REFERENCES AND MATERIALS	GOAL STATEMENTS
ilding or ion. In- ialists who f the road. terdependent? site to see operation.	Magazines, pictures, newspaper pictures	19. Children can list the ways all people in a modern society depend on each other.
rstand that Saudi Arabia th their ollowing share his hare their share? find examples lass could start gn to a rest al or t in order to , they must w to read and their skills.	Newspaper clippings	20. Children can list how "work" and the wealth or profit that can be attained by it can be used to benefit many persons who are less fortunate.
owing business na and the made to cultivate Draw the tree and he tree has a	Encyclopedia	21. Children will gain a general knowledge of the date growing industry.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
22. The class may divide into committees to explore work and occupations found in the countries of the world studied. Each committee may select a country to investigate the following: (1) industries (2) resources (3) associated occupations (4) jobs similar to those in the United States (5) jobs dissimilar to those in the United States	Reference books and books depicting work-life in the various countries	22. Childre major o countri
23. Each committee may make a map (salt map, bulletin board, or an individual map of their own) of the country or the section of the world studied. They can print labels and draw pictures of the occupations taking place in that area.	Paper, bulletin board	23. Childre occupat
24. When the program delves into the historical background of the countries of the world, the students may compare occupations of long ago and the current period. Class will want to note the geographical aspects of ancient and recent occupations.		24. Childre cupatio they ch

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REFERENCES AND MATERIALS

Reference books and books depicting work-life in the various countries

Paper, bulletin board

GOAL STATEMENTS

22. Children will learn about the major occupations in other countries.

23. Children can list the major occupations in other countries.

24. Children can list which occupations have changed and how they changed.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
25. Class may play a game about the country they are studying. Each child draws a slip of paper out of a container. When it is his turn, he fastens the occupation slip to an appropriate place on the map and explains why he placed it where he did: Example: (a) This is a oil tanker captain. He would likely live in a sea port city. (b) This is a corn farmer. He would live where the soil is rich and the climate is mild. Give 5 points for each position and reference.	A large map of country, thumbtacks, pieces of paper with occupations of that country, straight pins, containers for slips of paper	25. Children propriat necessar

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REFERENCES AND MATERIALS	GOAL STATEMENTS
A large map of country, thumbtacks, pieces of paper with occupations of that country, straight pins, containers for slips of paper	25. Children can recognize the appropriate physical environment necessary for various occupations.

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CAREER MOTIVATION GRADE 6 SOCIAL STUDIES

UNIT 10 - NORTHERN EUROPE TODAY - GERMANY

OBJECTIVES:

1. To develop the understanding that historical events can have permanent effects on people and the way they live.
2. To establish an understanding of the basic principles of mass production.
3. To develop the understanding that houses must be removed from the core of the city to make room for expanding industry.
4. To develop an awareness of how and why neighborhoods develop.

CONCEPTS:

1. The war did not destroy two things - the skill of the German people and their ability to work hard.
2. The prosperity of Europe depended upon German trade and industry.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. List the problems mentioned in the chapter and make sure that each is understood. (Example: reconstruction - building and transportation) and the need for foreign assistance, (food materials, machinery, financial aid.)	Textbook, The Changing Old World, pp. 210-215	1. Children involved or in re
2. Discuss the problems involving the city of Akron. (Example: Urban reneval.) Invite a member of the city planning commission to speak to the class concerning Akron's problems.	Filmstrips: "Parts of a City" "Why Must Cities Plan"	2. Children problems
3. Take a bus tour to observe Akron's problems and remedies, such as urban reneval projects, metro housing and Cascade. Make drawings or models. Note the jobs and occupations dealing with rebuilding.	Original pictures, models may be made from small boxes, cartons, styro foam, etc.	3. Children attempt
4. Read the newspaper for articles and news related to these projects.	Newspaper	4. Children newspap concerni area.
5. Visit the General Motors Plant in Lordstown, near Warren, Ohio. Note the assembly line production of automobiles and the type of job that each man performs. Discuss mass production. Make posters of the various workers and then write a description of the jobs on the poster.	Filmstrip: "How Automobiles Are Made"	5. Children assembly

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REFERENCES AND MATERIALS	GOAL STATEMENTS
Textbook, The Changing Old World, pp. 210-215	1. Children can list the problems involved in planning a city or in re-building the city.
Filmstrips: "Parts of a City" "Why Must Cities Plan"	2. Children can list Akron's problems.
Original pictures, models may be made from small boxes, cartons, styro foam, etc.	3. Children can list how Akron has attempted to solve urban problems.
Newspaper	4. Children will be able to use the newspaper to locate news stories concerning a specific subject area.
Filmstrip: "How Automobiles Are Made"	5. Children can explain various assembly line jobs.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
6. Set up your own assembly line for making something, (party favors or place [illegible].)		6. Children assembly
7. Make a mural of the step by step production of something you use or own. A special committee could do the General Motors Plant.	Butcher paper, crayons, paint	7. Children line pro
8. Discuss how a chair or desk might be manufactured on an assembly line with each piece being constructed separately.		8. Children construc product.
9. Make a list of items in the classroom which are probably mass produced.		9. Children that are
10. Find out where factories are located in your area and what they manufacture. Use a map of Akron and the surrounding area. Locate these factories.	Map of Akron	10. Children factorie
11. Collect pictures of items that are mass produced. Note the type of factory involved, its location, its workers, its raw materials and their origin. This could be made into a booklet or scrapbook.	Magazines, pictures	11. Children accumula project.

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REFERENCES AND MATERIALS

Butcher paper, crayons, paint

Map of Akron

Magazines, pictures

GOAL STATEMENTS

6. Children can perform a simple assembly line task.

7. Children can depict an assembly line production.

8. Children can list the order of construction of a familiar product.

9. Children can recognize articles that are mass produced.

10. Children can list Akron's factories and their products.

11. Children will be able to apply accumulated knowledge to a new project.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
12. Discover where and why most factories are located in relation to urban area. Discuss why factories might need to be in the center of the city, (raw materials, transportation workers, etc.) Discuss outskirts of a city and how they are formed. (Suburbs) Discuss the forming of neighborhoods.	Encyclopedia	12. Children and home lation t
13. Develop a sketch of a steel mill and list the various jobs involved. (Production and maintenance men, office workers, computer operators, engineers, and chemists.)	Opportunities In Steel - Paperback from Scholastic Magazines - 34¢ Filmstrips: "How Steel Is Made" "Story of Iron and Steel" "Getting the Goods to Users" "Raw Steel to Rolling Wheels"	13. Students ferent t in a ste
14. Make a display showing how coal is mined. List all the jobs in Germany that are connected with mining or the products of mining.		14. Children nected w products
15. Make a mural showing the processing of wheat from the farm to the table and the many jobs involved.	Magazine pictures, original pictures	15. Children jobs inv of wheat

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	REFERENCES AND MATERIALS	GOAL STATEMENTS
ost relation why be in the materials, etc.) ity and uburbs) eighbor-	Encyclopedia	12. Children can state how factories and homes are located in relation to each other and why.
eel mill s in- main- ers, neers,	Opportunities In Steel - Paperback from Scholastic Magazines - 3¢ Filmstrips: "How Steel Is Made" "Story of Iron and Steel" "Getting the Goods to Users" "Raw Steel to Rolling Wheels"	13. Students can list the many different types of jobs available in a steel mill.
ow coal jobs in ed with mining.		14. Children can list the jobs connected with mining and mine products.
processing the table ed.	Magazine pictures, original pictures	15. Children can list the variety of jobs involved in the processing of wheat.

UNIT 11 - TIMES PAST IN THE U.S.S.R.

OBJECTIVES:

1. To develop an awareness that the early Russian settlements were similar to the early American settlements.
2. To provide a basis for further study of how and why we have a government.
3. To develop an appreciation for our government as a democracy.
4. To develop the idea that education speeds progress.

CONCEPTS:

1. Early man lived entirely off the land.
2. Governments ought to provide many services for people.
3. People pay for governmental services through taxes.
4. People in a democracy have the right to question the acts of their leaders.
5. Learning in school helps children to become good citizens.
6. Children have a responsibility to do their work in the classroom because a country consists of all sorts of people doing all kinds of work.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Build a log cabin such as one in which early American settlers lived. Example: Roll brown paper around a pencil. Exact sizes of pieces of paper does not matter. You might start with 6" pieces. (a) Build cabin by placing rolls one above another. (b) After walls are built, paste shorter logs on two ends to form pointed roof. (c) Cut roof from corrugated paper or cardboard.	Brown paper, pencil, glue	1. Children soviet a both use to build
2. Discuss paid services children have experienced. Discuss taxes, licensing, and tolls.		2. Children services through etc.
3. Take a walk to observe surroundings and the activities and services available from the community government. Discuss whether services are free or paid for or have a divided cost. Discuss how taxes are collected. Example: pools, parks, roads, schools, sewage, and garbage disposal.		3. Children governme paid for tolls, e
4. List several services that we buy through the government because individuals could not or would not buy them. Example: civil defense, law enforcement.		4. Children governme paid for tolls, e

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REFERENCES AND MATERIALS

Brown paper, pencil, glue

GOAL STATEMENTS

1. Children will become aware that soviet and American settlers both used the trees of the forest to build shelter.

2. Children can list government services which are paid for through taxes, licenses, tolls, etc.

3. Children can list the many government services which are paid for through taxes, licenses, tolls, etc.

4. Children can list the many government services which are paid for through taxes, licenses, tolls, etc.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
5. Make a picture map of the neighborhood showing the locations of different businesses and institutions. Discuss who consumes the goods and services produced. Make a key for the map with symbols to indicate businesses that are privately owned and those that are publicly owned.		5. Childre publicl owned b
6. Use these examples to illustrate government rules that regulate the conduct of business (car buyers' guide, meat inspection stamp, weight records of canned and packaged goods, composition of foods on labels, inspection certification for restaurant.)		6. Childre regulat busines
7. Start a large chart that will show the similarities and differences between the Soviet Union and the United States. Example: The Soviet Union was ruled by princes and later tsars as opposed to U.S. government by presidents.	Large chart paper	7. Childre and dif Union a
8. Have the pupils imagine that they are foreign visitors in Russia during the time of Peter the Great. Ask each pupil to think of a question that he would be interested in asking the Russian people and then write a letter home stating the question and giving imaginary answers from different peop[illegible]		8. Childre in vari thought the Sov of Pete

	REFERENCES AND MATERIALS	GOAL STATEMENTS
e locations and in- consumes roduced. ith symbols hat are e that are		5. Children can differentiate publicly and and privately owned businesses.
lustrate gulate (car ection canned osition ection rant.)		6. Children can list how government regulates privately owned businesses.
will show ferences and the The y princes ed to dents.	Large chart paper	7. Children can list the similarities and differences between the Soviet Union and the United States.
that they Russia the Great. of a e interested ople and then ing the inary answers		8. Children can imagine what people in various occupations might have thought about a certain issue in the Soviet Union during the reign of Peter the Great.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
Example: Include answers from a nobleman, farmer, baker, wife, boy, and a cossack to the question. "What do you think of the tsar's order that all men must cut off their beards"?		
9. Discuss how people can help build a city. Make a list of possible jobs people do in a city. You may want to list jobs done by the children's parents. Discuss importance of people doing work as well as they can.		9. Children all peo common as well for the that go
10. Emphasize the point that school is a responsibility and discuss it in terms of the list of jobs mentioned in #9.	Everyone Has Important Jobs to Do - Chilton - Elk Grove Press	10. Children are impo develop
11. Invite a school board member to speak. Find out how the school board member is elected and how the board establishes policy.		11. Children school b
12. Visit a school board meeting.		12. Children board m
13. Give children the attached list of jobs. Find out what kind of schooling each requires.	Handbook of Job Facts - New York Life Insurance Company Career Information Booklets - 57 different careers - 10¢ each	13. Children needed f

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REFERENCES AND MATERIALS

Everyone Has Important Jobs to Do - Chilton - Elk Grove Press

Handbook of Job Facts - New York Life Insurance Company Career Information Booklets - 57 different careers - 10¢ each

GOAL STATEMENTS

9. Children will become aware that all people working toward a common goal must do their job as well as they can in order for them to successfully reach that goal.

10. Children recognize that schools are important to their country's development.

11. Children will learn what the school board is and what it does.

12. Children can report how a school board meeting is conducted.

13. Children can list the schooling needed for various jobs.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
14. Make posters about obeying school or home rules.	Construction paper, crayons, paint	14. Children their wo establis school.
15. Construct a bulletin board of pictures of government buildings or documents.	Prints of government buildings and original pictures	15. Children are peri
16. Visit a city council meeting. Learn the names of your city councilmen, their jobs and their districts. A map of the city could be used to locate the districts.	Map of Akron About People Who Run Your City - Newman and Sherman People Who Run Your City - Children's Press	16. Children and proc
17. Invite the Akron Bar Association to present a mock trial with members of the class participating.	Lawyer (Job Experience Kit)	17. Children procedu format. its own
18. Learn a vocabulary of words pertaining to a trial. Draw a diagram of a real court room. Example of terminology: judge, lawyer, prosecutor, defendant, complaining witness, baliff, jury, indictment, clerk, etc.	Paper and crayons	18. Children procedu format. has its
19. Visit a real court room and observe a trial in session.		19. Children procedu format. has its

D	REFERENCES AND MATERIALS	GOAL STATEMENTS
ing school	Construction paper, crayons, paint	14. Children understand that one of their work tasks is to obey rules established by parents or the school.
ard of buildings	Prints of government buildings and original pictures	15. Children are aware that duties are performed in certain places.
eting. city and their e city the	Map of Akron About People Who Run Your City - Newman and Sherman People Who Run Your City - Children's Press	16. Children can list the purposes and procedures of a city council.
sociation with rticipating.	Lawyer (Job Experience Kit)	17. Children recognize that trial procedure follows a certain format. The legal profession has its own terminology.
ords per- w a diagram Example of yer, complaining indictment,	Paper and crayons	18. Children recognize that trial procedure follows a certain format. The legal profession has its own terminology.
and observe		19. Children recognize that trial procedure follows a certain format. The legal profession has its own terminology.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
20. Visit the mayor's office and interview him concerning his job.		20. Children can list some work tasks of the mayor.
21. Visit the police station and jail.	Burt the Policeman - Book	21. Children can list job opportunities and tasks necessary to operate the police station and jail.
22. Invite a police officer to speak on law enforcement.		22. Children can list some of the work tasks of a policeman.

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UNIT 17 - PAST AND PRESENT IN SOUTHEAST ASIA

OBJECTIVES:

1. To develop an understanding that Southeast Asia has attracted settlers and trade for many centuries due to its tropical products and its world crossroads location.
2. To develop an awareness of how products are made and transported.
3. To create an understanding that each individual can contribute something worthwhile to his society.

CONCEPTS:

1. Southeast Asia's location makes it ideally suited for trade.
2. Some of the main products of Southeast Asia are timber, latex, rice, tin, and tea.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Give each child a map of Southeast Asia. Use the pictures in chapter 17, The Changing Old World, to get a general idea of the products and natural resources in this area. Draw products on the map in the proper locations. Use captions along with the products to tell what kind of work or occupation would be related to them. (This could also be done to a greater extent on a large bulletin board.)	Small map of Southeast Asia, pictures from newspapers and magazines, original drawings	1. Childre [redacted] and whe
2. Study in depth a product produced locally. Example: tires or any rubber product.) Trace it from raw material to a finished product. Note how many incomes are derived from the production of the item.	Ask for literature from the manufacturer	2. Childre industry an effe people.
3. As an aid to the above activity visit the Goodyear Tire and Rubber Company. Take a tour through the "Rubber Exhibit" and the factory itself. Ask the guide to stress the "work" that is going on.	Goodyear pamphlets Filmstrip - "The Story of Rubber"	3. Childre industry an effe people.
4. List all the persons and businesses which contribute to the cost of the finished product mentioned in Activity #2. Include profit, rent, etc.		4. Childre industry an effe people.

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UNIT 17 - PAST AND PRESENT IN SOUTHEAST ASIA

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REFERENCES AND MATERIALS

Small map of Southeast Asia, pictures from newspapers and magazines, original drawings

Ask for literature from the manufacturer

Goodyear pamphlets
Filmstrip - "The Story of Rubber"

GOAL STATEMENTS

1. Children can list the products and resources of Southeast Asia and where they are located.

2. Children can list how one large industry suited to an area has an effect on the work of the people.

3. Children can list how one large industry suited to an area has an effect on the work of the people.

4. Children can list how one large industry suited to an area has an effect on the work of the people.

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TEACHER APPROACH AND PUPIL ACTIVIT[redacted]	REFERENCES AND MATERIALS	[redacted]COA
5. Use a pyramid showing the people involved in producing a tire, a piece of furniture, etc.		5. Childre industr an effe people.
6. Have as many children as possible bring in a specific newspaper grocery ad. Go through it together, item by item, discussing the product, where it originated, etc. Try to find as many products as possible from Southeast Asia.	Newspaper grocery ads	6. Childre and res which a
7. Make a different booklet for each one of the countries in Southeast Asia. Have an attractive cover, table of contents, glossary, maps, charts, etc. Use all the knowledge and information gained in studying this chapter concerning "World of Work".	Maps and charts Filmstrip - "Harvest From The Sea, Story of Fishing"	7. Childre know ab
8. Trace the routes of travel of various merchants on a map. Designate on these routes of travel the products being traded from one country to another.	Map, magazines, pictures, original pictures	8. Childre the com list so carried

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ND	REFERENCES AND MATERIALS	GOAL STATEMENTS
the people a tire, a c.		5. Children can list how one large industry suited to an area has an effect on the work of the people.
as possible wspaper h it together, ng the product, tc. Try to find ssible from	Newspaper grocery ads	6. Children can list the products and resources of Southeast Asia which are used locally.
et for each n Southeast ive cover, ssary, maps, the knowledge in studying "World of	Maps and charts Filmstrip - "Harvest From The Sea, Story of Fishing"	7. Children can organize what they know about Southeast Asia.
vel of map. tes of ing traded other.	Map, magazines, pictures, original pictures	8. Children will be able to trace the common trade routes and to list some of the products carried over these routes.

UNIT 18 - THE PAST SOUTH OF THE SAHARA

OBJECTIVES:

1. To create an understanding that the natural environment can cause isolation and influenc the development of a society.
2. To develop an insight as to why a specific area is chosen for a city.
3. To develop an appreciation of the accuracy of the written word.
4. To develop an awareness of the interdependance of people.
5. To develop an awareness that trade is essential to the life of a city.

CONCEPTS:

1. Many different cultures have developed independently.
2. Terrain can impede transportation and slow progress.
3. Events of the past have been recorded in many different ways.
4. Specialization makes people depend on each other.
5. Cities are built where men can work and trade.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. This activity could be used as an introduction to the unit. Assuming that all your physical needs are provided for, write a story about what it would be like if you had to live alone. How does that affect your learning? (There would be no schools, little learning and slow progress, etc.) After a discussion concerning their isolation, in contrast, write a story about how they could learn by living among other people. (School, books, teachers, more learning, faster progress.)	Paper	1. Childre and gro develop
2. As a follow-up activity have the class use the knowledge gained in #1, to compare an individual's progress ot a country's progress.		2. Childre or the Africa its dev
3. Make a salt map of Africa depicting only its landscape. Paint the map different colors to indicate the climate of Africa. Ask the question, "Where would you desire to live?" By simulating the circumstances, the children should realize that food, water, shelter, and clothing are important determining factors.	Cardboard, salt, water, paint	3. Childre protect impede progres

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REFERENCES AND MATERIALS	GOAL STATEMENTS
Paper	1. Children can list how isolation and group interaction affect development of an individual.
	2. Children can list how isolation or the geographic situation in Africa has had much to do with its development.
Cardboard, salt, water, paint	3. Children can list how climate, protection and terrain can impede transportation and slow progress.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
4. Have the class use pictures of Africa's geographical features (found in chapter 18, The Changing Old World), to develop a chart concerning the transportation problems on this continent.	Paper, crayons	4. Childre tions m climate in orde human n
5. Decide why your city or town was originally located where it is.		5. Childre own cit locatio
6. Let the whole class, or certain members of it, be class historians for a day or a week. At the end of that time, try to discover how the better historians in the class remembered their events without writing them down. One person might keep a record of the events as a check on the historians' accuracy. Have the class compare the two methods.		6. Childre and dif job was person' what he
7. Make a clay model of a small blast furnace like the early African blacksmiths once used to smelt iron.	Clay	7. Childre equacie furnace
8. Have a child in the class write down his parents' occupation(s). Develop a complete list. Put on the blackboard. Have each child make his own list telling how his family depends on the many occupations listed on the board.	Book - Everyone Has Important Jobs to Do - Chilton - Elk Groves Press	8. Childre which p are int

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D	REFERENCES AND MATERIALS	GOAL STATEMENTS
ures of eatures he Changing a chart tation ent.	Paper, crayons	4. Children can list the adaptations man has made to Africa's climate and natural environment in order to provide for basic human needs.
town where it		5. Children can state why their own city was built in its present location.
certain historians t the end scover how n the class without person the events rians' accuracy. the two methods.		6. Children can list how inaccurate and difficult the historian's job was and possibly how a person's own view point influences what he sees and remembers.
small blast African o smelt iron.	Clay	7. Children can list the inadequacies of the early blast furnaces.
s write down (s). Develop the black- make his s family de- ations listed	Book - Everyone Has Important Jobs to Do - Chilton - Elk Groves Press	8. Children can list the ways in which people in their community are interdependent.

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	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
9.	Start a weaving project. If you don't have access to a loom, do your weaving with paper.	Loom, yarn, strips of paper	9. Childre require
10.	Do some handwork with clay. Fire it in a kiln if possible.	Clay	10. Childre require
11.	Invite a handcraftsman to your class to give a demonstration. This could be anything from woodcarving to knitting.	Scraps of cloth, needles, thread	11. Childre require
12.	Make hand puppets. Do your own tailoring.	Scraps of cloth, needles, thread	12. Childre require
13.	Develop a bulletin board around the topic - "Cities are built where men can work and trade". Include these ideas, cities need the following: raw materials skilled workers food and water tools and machines ways of getting power All these things are needed to produce goods and services which city people need for themselves and for trading.	Filmstrip: "Why a City Is Where It Is" Film: "Economics - It's Elementary"	13. Childre for the

UNIT 18 - THE PAST SOUTH OF THE SAHARA (continued)

	REFERENCES AND MATERIALS	GOAL STATEMENTS
If a h paper.	Loom, yarn, strips of paper	9. Children will learn about the required skills of a weaver.
y. ible.	Clay	10. Children will learn about the required skills of craftsmen.
n-	Scraps of cloth, needles, thread	11. Children will learn about the required skills of craftsmen.
to		
ur	Scraps of cloth, needles, thread	12. Children will learn about the required skills of a seamstress.
s ork e	Filmstrip: "Why a City Is Where It Is" Film: "Economics - It's Elementary"	13. Children can list the reasons for the locations of cities.

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g.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
Stress that all these things cannot be found easily in one place. They must be brought together by ships, airplanes, trucks, and trains. So cities need transportation. Try to use small replicas of as many of these things as possible.		

UNIT 19 - CHANGES SOUTH OF THE SAHARA

OBJECTIVES:

1. To develop an awareness that one's choice of occupation may affect family relationship.
2. To develop an insight into the problem of how best to use the land.
3. To develop an understanding that abundant natural resources have had much to do with Africa's development.
4. To develop an insight into how machines have replaced work once done by humans.
5. To develop an appreciation of food preservation and related problems.

CONCEPTS:

1. Some people must move in order to secure jobs.
2. Education advances the desire for a better way of life.
3. City life does not always provide wholesome recreation for the children.
4. A region can become important because of valued natural resources.
5. In some African countries, no African can have a job that gives him authority over a European.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Develop a debate on whether it is better to live a simple way of life with a closely-knit family or to live a more complex city way of life, which usually results in a more loosely-knit family. Discuss how and why these two types of work (city vs. country) affect family relationships and what might be done if a family is economically forced into one of these. Use the story of Tom Ngasa to guide your thinking.	The Changing Old World, pp. 410-413	1. Childre choice his fam
2. Develop a debate using the question, "Would it be easier for Americans or Africans to decide to move away from home?" Take a stand for one or the other and give your reasons.		2. Childre the pro and Afr decide from ho
3. In Africa (and other parts of the world) there are conflicting opinions on whether to use valuable land for preserving natural beauty and wildlife or to use it for more practical and economical purposes such as farming, manufacturing, etc. To familiarize the children with both points of view, you may conduct an imaginary trial in your room in which the wildlife preserves are conflicting with the agriculturists or manufacturers for a valuable piece of land.	Encyclopedia, magazines Filmstrips - "South Africa-Conservation and Development" "Economy of Africa"	3. Childre the mai a contr

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UNIT 19 - CHANGES SOUTH OF THE SAHARA

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REFERENCES AND MATERIALS

The Changing Old World, pp. 410-413

Encyclopedia, magazines
Filmstrips - "South Africa-
Conservation and Development"
"Economy of Africa"

GOAL STATEMENTS

1. Children can list how one's choice of occupation may affect his family relationship.

2. Children will be able to list the problems for both Americans and Africans when they have to decide whether to move away from home in order to get a job.

3. Children will be able to list the main facts for both sides of a controversial public problem.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
Two committees may be formed, each with a spokesman to gather information and work up a "case" supporting each side. After each lawyer has presented his case, the rest of the class may act as a jury to decide who shall have the land or make other recommendations as to its use. (This activity could involve two classes with each class taking a side. The class might work harder in this situation to make their side win.)		
4. Make a map of Africa showing where economically important animals are found and why they are important.	Paper, magazine pictures, original pictures	4. Children animals cally.
5. Visit a veterinarian or have him speak to the class about his work. Have him stress the equipment and medicine they use.	Book - Animal Doctor-What They Do - Scholastic Book Services Filmstrip: "The Veterinarian Serves The Community"	5. Children veterina
6. Visit a public zoo or museum and have the children observe the jobs being performed by zoo employees. Later discuss these questions, "If we weren't charged, who pays to feed the animals?" "Who buys the animals?" "Who pays the men who care for the animals?"		6. Children volved i explain comes to

	REFERENCES AND MATERIALS	GOAL STATEMENTS
ormed, gather a "case" after each case, the t as a jury the land ations as vity could each class s might work to make their		
owing where animals are important.	Paper, magazine pictures, original pictures	4. Children can list which African animals are important economically.
have him his the equip-ase.	Book - Animal Doctor-What They Do - Scholastic Book Services Filmstrip: "The Veterinarian Serves The Community"	5. Children can list some of a veterinarian's work tasks.
useum and ve the jobs employees. stions, "If pays to buys the men who		6. Children can list the jobs involved in maintaining a zoo and explain from where the money comes to run it.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
7. Collect and show information and pictures of game reserves and national parks.	Book - Park Rangers and Game Wardens the World Over Brown paper, paint	7. Children work tas game var
8. Imagine that you are an article manufactured in Africa. Write a story of your life from raw materials to finished product. Example: Coca-Cola, Chocolate Products, Diamond Rings.	Encyclopedia, information from manufacturers Filmstrip: "Getting The Goods To Users"	8. Children a manufa raw mate product.
9. Visit a Pepsi-Cola Bottling Company to learn the elements and compounds in a cola drink.		9. Children a cola d
10. Visit a coal dealer and see various kinds of coal. Have the dealer explain advantages and disadvantages of each.		10. Children
11. Have the children prepare a list of products made from steel. Star the products used in their homes.	Encyclopedia Filmstrips - "How Steel Is Made" "Story Of Iron and Steel" "Raw Steel To Rolling Wheels"	11. Children used in
12. Prepare an exhibit of different kinds of textiles.		12. Children and uses
13. Interview an adult whose occupation or hobby may have been studied in chapter 19, The Changing Old World.		13. Children formatio

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	REFERENCES AND MATERIALS	GOAL STATEMENTS
tion and s and	Book - Park Rangers and Game Wardens the World Over Brown paper, paint	7. Children can list some of the work tasks of park rangers and game wardens.
article Write n raw roduct. olate	Encyclopedia, information from manufacturers Filmstrip: "Getting The Goods To Users"	8. Children can creatively follow a manufacturing process from raw material to finished product.
ing ments drink.		9. Children can list ingredients in a cola drink.
see Have tages h.		10. Children can list uses of coal.
e a list eel. n their	Encyclopedia Filmstrips - "How Steel Is Made" "Story Of Iron and Steel" "Raw Steel To Rolling Wheels"	11. Children can list steel products used in their home.
fferent		12. Children can list various kinds and uses of textiles.
oc- ve 19,		13. Children can gain first hand information about an occupation.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
14. Make a miniature float for the various countries of Africa depicting some industry or a product for which that country is important. Label the float with a small description telling what the float represents. Example: Crops, kafir, oil palm, natural resource - diamonds, industry - textiles.	Shoe boxes make good foundations for the floats, construction paper, crayons, paints	14. Children an over- industri about ea
15. A local travel agent or someone who has recently traveled in Africa may welcome the opportunity to visit the class and tell how a person arranges to visit foreign countries. He could talk about passports, expenses, methods of travel, etc.	Travel guides and pamphlets	15. Children work ta job.

	REFERENCES AND MATERIALS	GOAL STATEMENTS
for the rica or a ountry float telling s. oil palm, nds,	Shoe boxes make good foundations for the floats, construction paper, crayons, paints	14. Children will be able to obtain an over-all view of Africa's industries and learn a little about each one.
someone d in pportunity ell how a foreign k about hods of	Travel guides and pamphlets	15. Children can list some of the work tasks of a travel agent's job.

CAREER MOTIVATION GRADE 6 SOCIAL STUDIES

UNIT 20 - PAST AND PRESENT IN AUSTRALIA AND NEW ZEALAND

OBJECTIVES:

1. To develop an understanding that past habits and customs affect what we value, how we work, and what we do to meet our needs today.
2. To develop an awareness of what is involved in a zoologist's work.
3. To develop an understanding of the work involved in running a sheep station and wheat farm and the processing of their products.
4. To develop an awareness of how the coming of the Europeans changed the ways of living in Australia.

CONCEPTS:

1. Different people do not always meet their needs in the same way.
2. Zoologists study animals by describing and classifying them, noting their distribution, activities, and their economic relation to man.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Make a comparison chart which would describe Australia before and after the Europeans came. Note the effects on the landscape.	Paper, crayons, paper	1. Childre affecte
2. Have the children pretend they are either an Australian Aborigine or an Maori. Have them write, as they would in a diary, about their imaginary experiences during the day. Have them deliberately include, however, some experiences or facts that would not be characteristic of the person they have chosen to be. Underline these facts, and then have some of the stories read aloud and challenge the rest of the class to find the errors. (A game might be developed with the objective being to find as many errors as possible.)	Encyclopedia	2. Childre in the
3. Have the children make a scrapbook in which they have researched one animal in detail (such as the kangaroo or platypus) and others in lesser detail. The scrapbook could include the animal's description and classification, its distribution, its activities, mating, nesting, rearing of young, feeding, migration, its economic relations to man and pictures or even a model of the animal. Display the scrapbooks so the	Encyclopedia, pictures	3. Childre animal used by

	REFERENCES AND MATERIALS	GOAL STATEMENTS
which before came. land-	Paper, crayons, paper	1. Children can list how Europeans affected Australia.
nd they Aborigine write, as bout their uring the tely in- periences be rson they rline these e of the hallenge find the e developed to find le.)	Encyclopedia	2. Children can list the differences in the way the two peoples live.
scrapbook rched one s the d others crapbook 's de- tion, its ties, of young, economic tures or al. o the	Encyclopedia, pictures	3. Children will recognize the animal classification system used by a Zoologist.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
class can see all of them.		
4. Make montages or panoramas to show life on the sheep station, dairy farms, or wheat farms, and of the processing of their products.	Paper, dairy farm Panorama Kit Set of free booklets: What Will I Be From A-Z - National Dairy Council Filmstrips - "Grain from Farm to Table" "The Story of Wool" Films - "Australia" "Wheat Farmer" "Cattleman: A Rancher's Story" "Dairy Farm" "The Sheep Rancher"	4. Children can list the types of work involving sheep, dairy and wheat.

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